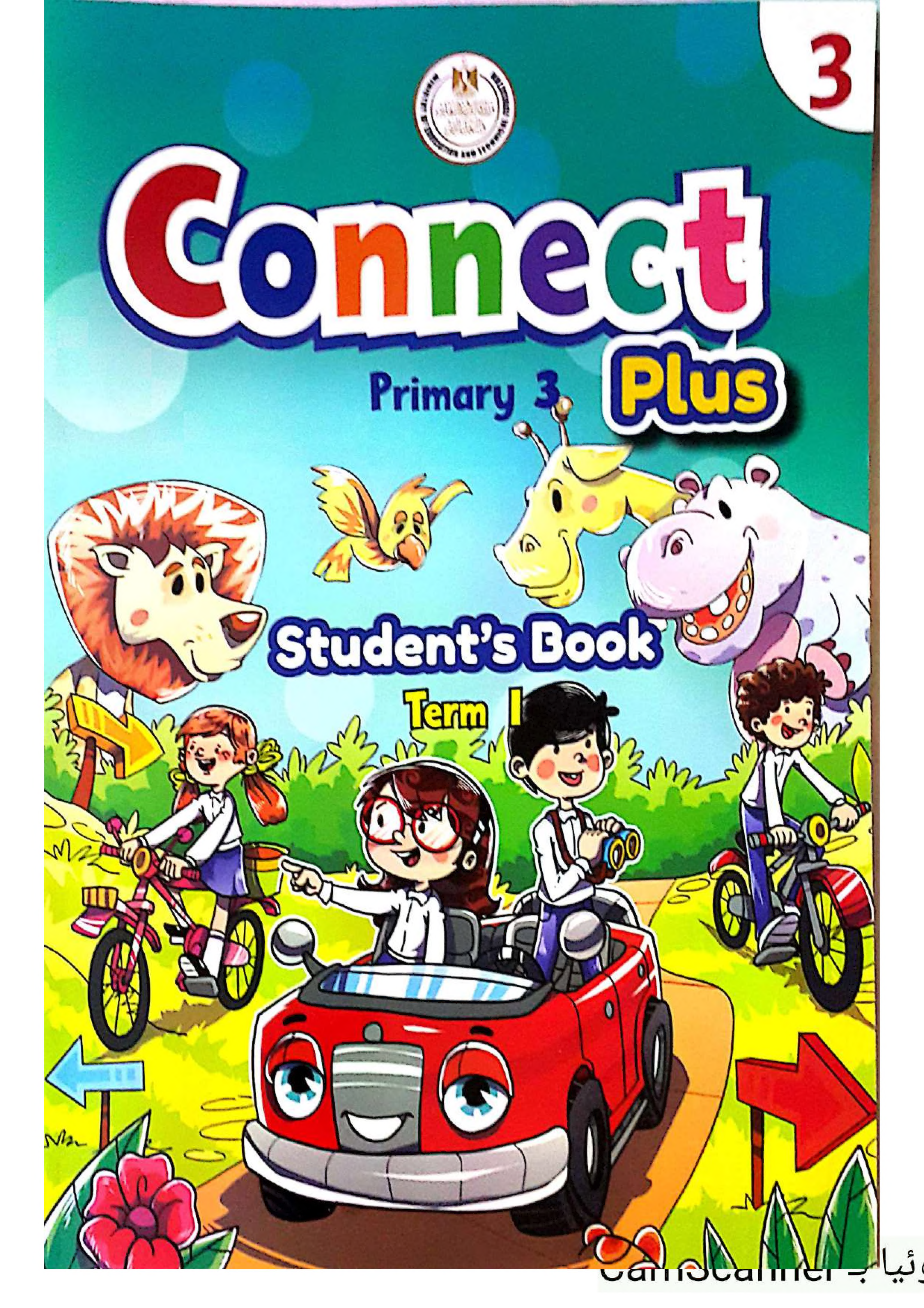


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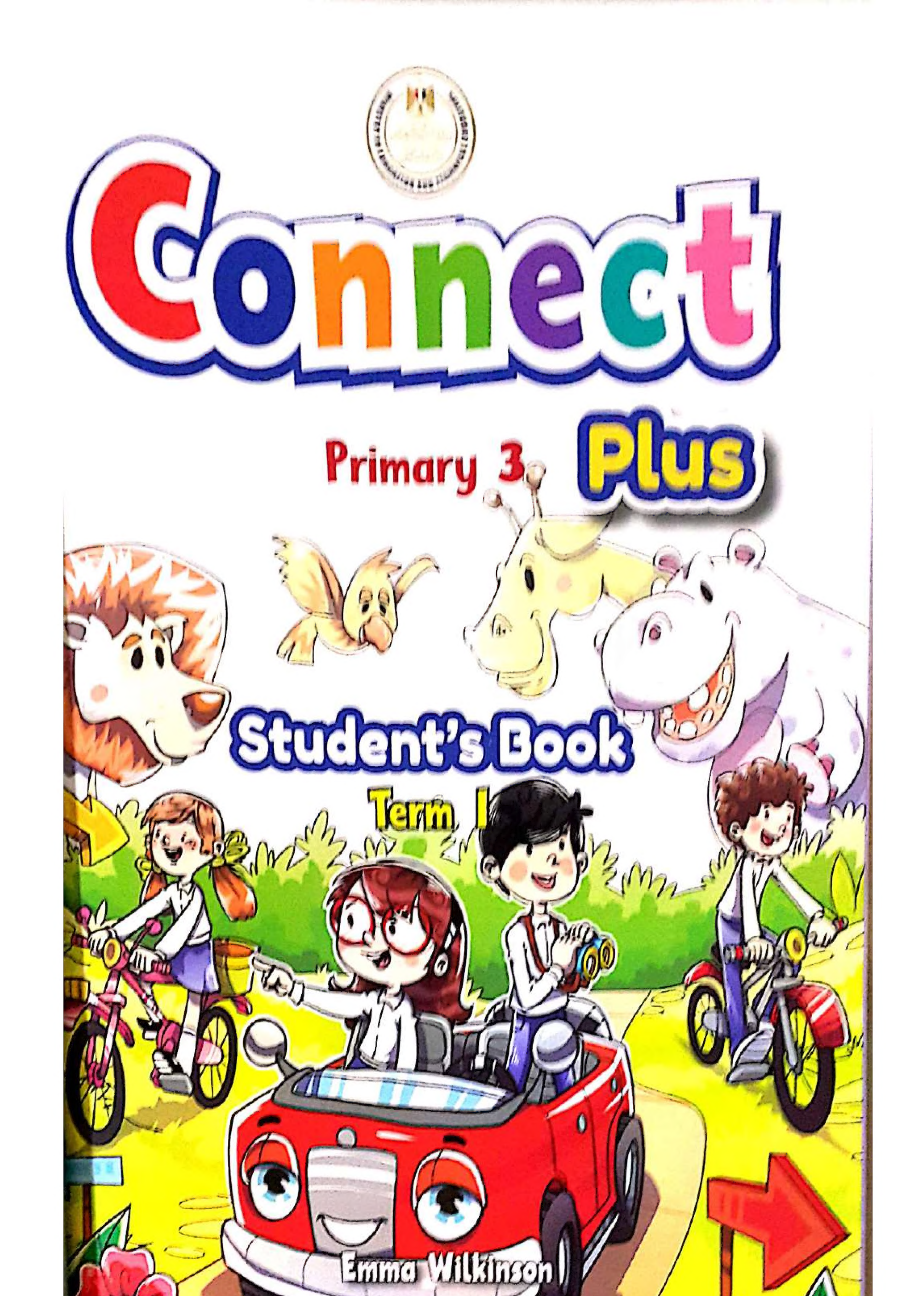
Name: ....

School: ....

Class: ....

School year: ....

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Scope and Sequence

Who am I? (Living healthy)

Unit	Vocabulary	Language	Reading
1 At the track	**A sports event:** *athlete, compete, distance, event, jump, measure, medal, race, throw, track, win* **Being a good friend:** *apologize, have fun, listen, make fun of, pressure someone, spread rumors, support, tell secrets*	*I think the athlete on the left will win.* *It won't be easy to win today!* *Will they be tired?*	A text about a friend; a text about world records
2 Body matters	**Human biology:** *absorb, arteries, beat, blood, bone, brain, break down, chew, elbow, heart, jaw, knee, lungs, organ, oxygen, muscle, nutrients, pump, rib, saliva, skeleton, skull, swallow, tongue, veins* **Physical protection:** *helmet, knee pads, etc.*	*I'm going to wear a helmet.* *He isn't going to go to the park today.* *Is she going to climb the rock?* *Yes, she is.*	A text about bones; a website about digestion
3 What's on your plate?	**A healthy diet plate:** *carbohydrate, dairy, fat, fiber, minerals, protein, sugar, vitamins* **Food packaging:** *calories, enough, percent, serving, sodium, too much*	*You should eat a healthy lunch every day.* *You shouldn't eat cookies every day.*	A leaflet about water; a text about preserving food; a text about sugar
Review 1	Revision of units 1-3		
Non-fiction reader		Hospitals	

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Who am I ? (Living healthy)

Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Soft c: *race, city, distance, citadel* Hard c: *camel, cookie, plastic*	**Self-management:** *talking about feelings*	Perseverance Compassion	Community participation Loyalty and belonging	**Math:** *recording data, measuring in meters and centimeters, making a graph*
Long 'oo': *mood, food* short 'oo': *book, cook*	**Self-management:** *personal protection*	Appreciation of science Cooperation	Preventative health **Therapeutic health:** *healthy and unhealthy lifestyles*	**Science:** *digestion; sunscreen and taking care in the sun*
-tion ending: *nutrition, digestion*	**Decision-making:** *making healthy choices*	Independence	**Therapeutic health:** *a healthy diet for a healthy mind*	**Science:** *water and why we need it* **Math:** *decimal points; measuring ingredients*
	Communication			
	Creativity	**Curiosity** **Independence**	**Therapeutic health**	

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Scope and Sequence

The world around me (Taking care of our world)

Unit	Vocabulary	Language	Reading
4 In the wild	**Animals:** *cheetah, chimpanzee, cobra, fennec fox, macaw, sea lion, sloth, spider monkey; crayfish, goose, mole, squirrel* **Animal activity:** *build nests, chase, dig burrows, gather, hide, hunt, live in holes, take shelter* **Habitats:** *desert, equator, grassland, North Pole, polar, rainforest, South Pole, swamp, temperate, tropical, wetland*	*It might live in Africa.* *It might not eat grass.*	A text about animal behavior; a text about rainforests; a text about changes in habitats
5 All about water	**Water in the environment:** *ground, oasis, soak, spring, surface, river under the ground* **The water cycle:** *condensation, cycle, evaporation, groundwater, precipitation, runoff*	*The water has evaporated.* *I've never eaten olives.* *Have you ever visited an oasis? Yes, I have. / No, I haven't.*	A brochure about an oasis; a text about rivers, seas and oceans; a text on how plants and animals adapt to water scarcity
6 What is a flood?	**Water engineering:** *barrier, canal, dam, drain, pipe, pump, sandbag* **Verbs:** *collapse, install, minimize, predict, protect, ruin, warn, wash away* **Adjectives:** *bossy, brave, calm, caring, cooperative, cowardly, funny, generous, lazy, mean, moody, polite, responsible, selfish, wise*	*There is too much water.* *There are too many cars.* *There isn't enough water.* *There aren't enough trees.*	An interview with an emergency responder; a text about farming in dry areas
Review 2	Revision of units 4-6		
Fiction reader		Fares and the fish	

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The world around me (Taking care of our world)

Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
-mp: *camp, swamp* -nd: *grassland, wetland* -nt: *hunt, tent*	**Critical thinking:** *comparing the pros and cons of a topic*	**Compassion** **Participation**	**Awareness of rights and duties** **Environmental responsibility**	**Geography:** *analysis of maps, different landscapes and climates* **Science:** *reacting to change, pros and cons of human activity in landscape; natural disasters*
schwa: *river, water, polar, cobra*	**Participation** **Critical thinking:** *understanding the links between ideas*	**Curiosity** **Appreciation of science**	**Environmental responsibility** **Awareness of duties and rights**	**Social Studies:** *saving water* **Science:** *the water cycle*
ous: *angerous, enerous, ervous*	**Problem-solving:** *suggesting solutions to solve problems* **Collaboration:** *helping others*	**Curiosity**	**Sustainable development** **Environmental responsibility**	**Science:** *agricultural science* **Social Studies:** *water engineering in the past and today; the role of first responders*
	Collaboration **Self-management**	**Curiosity** **Independence**	**Environmental responsibility** **Awareness of rights and duties**	

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Let's remember



1 Look and write


1 ______________


2 ______________


3 ______________


4 ______________


5 ______________


6 ______________


7 ______________


8 ______________


9 ______________


10 ______________

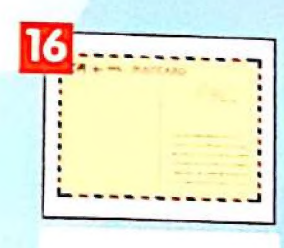

11 ______________


12 ______________


13 ______________


14 ______________


15 ______________


16 ______________


17 ______________


18 ______________


19 ______________


20 ______________


21 ______________


22 ______________


23 ______________


24 ______________

Vocabulary: *Animals, Communication, Directions, Geography, Jobs, Monuments, Musical instruments, Technology, Transportation*

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2 Read and number

1 My brother is angry because he can't find his phone.
2 I'm worried because I don't know how to do my project.
3 My brother is kind. He helps me if I fall over.
4 I've got a lot of books in my bag. I'm tired.
5 My cousin is very curious about the world. He is always reading on the computer.
6 We're going to a family party. I'm so excited.
7 Please be quiet. I'm very interested in this website.














Phonics



3 Look and write. Listen and check. Say




1 hot ter

2 _ _ ouds

3 dol _ _ in

4 _ _ og

5 ch _ _ _


6 _ _ ale

7 tr _ _

8 w _ _ _

9 _ _ _ ing

10 _ _ ot

Vocabulary: Adjectives
Phonics review

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Let's remember



4 Listen and number

a


b


c


d


e


f


1

5 Read the words in the box. Then check (✓) or cross (X)

elephant – 40 km/hour	hippo – 48 km/hour	giraffe – 50 km/hour

1 Hippos run more quickly than elephants. ☐

2 Giraffes run less quickly than hippos. ☐

3 Elephants run the least quickly of them all. ☐

4 Hippos run the most quickly of them all. ☐



6 Read and complete

would	many	Can	need	them	Here

Ticket agent Hello! 1 Can I help you?

Nesma Yes. We 2 _____ like to go to Luxor, please.

Ticket agent How 3 _____ people are traveling?

Nesma One adult and one child, please.

Ticket agent 4 _____ are your tickets. Give 5 _____ to your dad, please.

Nesma Which platform do we 6 _____ to go to?

Ticket agent It's platform three.

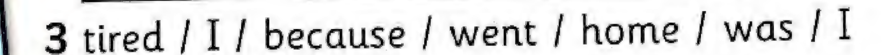
Nesma Thank you!

7 Act out with a friend





8 Order and write



1 went / to / We / park / the / bikes / ride / our / to

We went to the park to ride our bikes.

2 bakery / to / went / She / bread / to / some / the / buy

____

3 tired / I / because / went / home / was / I

____

4 but / went / They / butcher's / the / to / closed / was / it

____

5 needed / because / We / went / paper / some / shopping / we

____

9 Look and complete

used to   didn't use to



1 100 years ago, people ________ write letters.



2 100 years ago, people ________ have video chats.



3 50 years ago, people ________ send text messages.

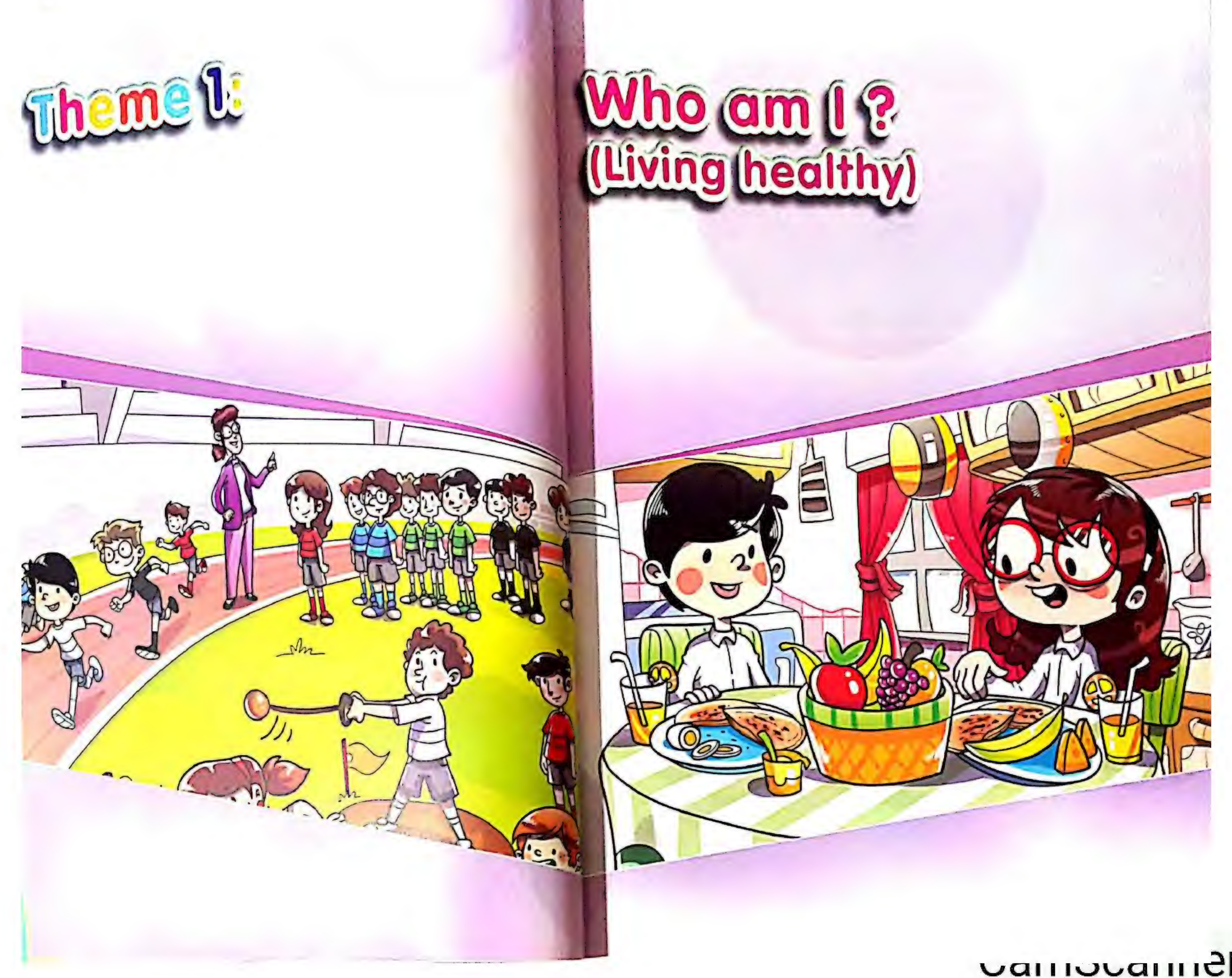


4 50 years ago, people ________ use telephones.

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Theme 1: Who am I ?

(Living healthy)



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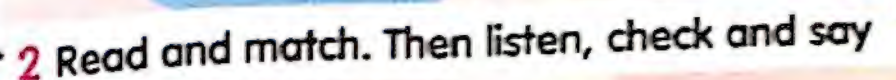
Unit 1 At the track



1 Look, listen and read

Today, we're at the track. There's a big sports event. Lots of **athletes** from different schools are **competing**.
Look! They are **wearing** red, blue, green, and black.
There are competitions in running, jumping, and **throwing**. I'm watching the long jump.
I think the **athlete** wearing red will win.

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2 Read and match. Then listen, check and say



1 c



2



3



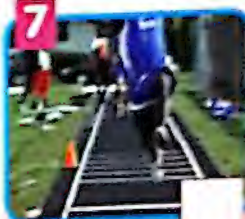
4



5



6



7



8



9



10

a athlete	b distance	c race	d measure	e jump
f track	g compete	h medal	i win	j throw

3 Read and circle

I'm at a sports event today with Mommy and my brother. Some (1) **athletes / medals** are running. The (2) **track / athlete** is 800 meters around the field. The (3) **race / ball** is exciting – the athletes are running very quickly. I hope Waleed (4) **wins / throws** today!

There is a throwing competition, too. You have to (5) **throw / jump** the ball as far as you can. Three meters is a good (6) **race / distance** for throwing the ball. Someone (7) **measures / competes** how far the athletes throw the ball.

That athlete (8) **competed / measured** in a sports event and won. He can (9) **jump / distance** really high! Now, he is getting a (10) **track / medal**!

4 Think and say

What sports events do you like?

I like throwing.

I like jumping.

Vocabulary: *athlete, compete, distance, jump, measure, medal, race, throw, track, win, event*

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Language use



1 Listen, read and say



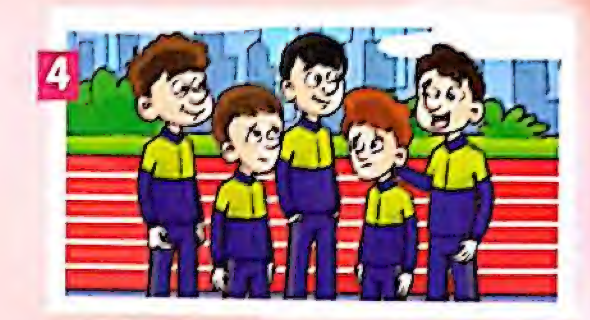
I think the athlete wearing the green T-shirt will win.



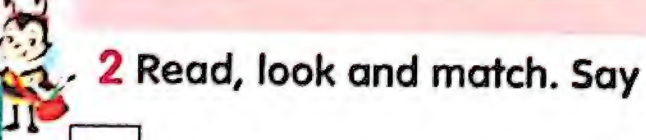
I think our school will get a medal today!



Will it be a good competition?



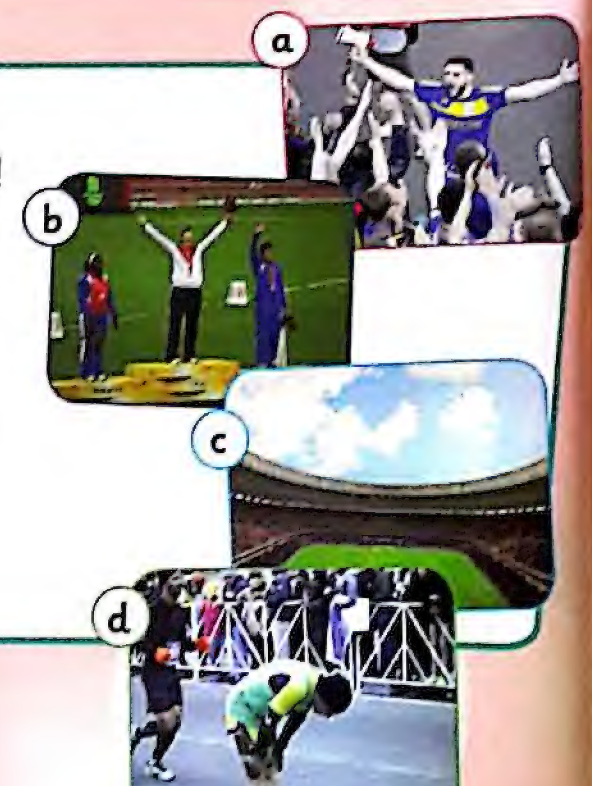
It won't be easy to win today!



2 Read, look and match. Say

- [c] I think the event will be amazing!
- [ ] Will they be tired?
- [ ] It won't be difficult to hear him!
- [ ] The winner will be happy!





Language: *She will (be happy).*
It won't (be easy).
Will they (be tired)?

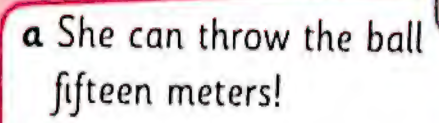


Language use



1 Read and match

1 How far can he jump?
2 How high can she jump?
3 How fast can he run?
4 How far can she throw the ball?



a She can throw the ball fifteen meters!
b He can jump four meters!
c She can jump one meter!
d He can run 100 meters in 15 seconds!





2 Look and answer

Name	Time for 100-meter race
Fares	18 seconds
Sherif	14 seconds
Amir	15 seconds
Tarek	16 seconds
Adam	17 seconds

1 Who was the fastest? Sherif was the fastest
2 Who was the slowest? ______
3 Was Adam faster than Tarek? ______
4 Was Amir faster than Adam? ______
5 Was Tarek faster than Amir? ______



3 Read and complete

~~higher~~	farther	faster
the highest	the farthest	the fastest

1 (**High jump:** Lara: 120 cm, Dina: 125 cm, Amira: 130 cm)
Dina jumped higher than Lara. Amira jumped ______.

2 (**Long jump:** Youssef: 360 cm, Ramy: 365 cm, Seleem: 357 cm)
Youssef jumped ______ than Seleem. Ramy jumped ______.

3 (**100 meters:** Talia: 14.5 seconds, Reem: 15.5 seconds, Mariam: 16.5 seconds)
Reem ran ______ than Mariam. Talia ran ______.

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Reading and writing

1 Why is Nesma training? Read and answer

Hello! My name's Nesma and I'm at the track with my friend, Sara. Sara is an athlete, so she does a lot of exercise. We come here three times a week. She comes with her parents once on the weekend, too.



Sara is a runner, and she has a big **competition** next month. I think she'll win! I'm training with her to **support** her, and it helps me get fit. We **warm up** together and we have fun! I record her race times, too.

Her best event is the 200-meter race. She's very fast! Sara was in a race last month, but she didn't win. She **came second**, so she wants to **try harder**. She finished in 35 seconds. She wants to be faster next time.

Sara always eats healthy food. We bring some fruit to the track to have a snack, and we drink lots of water.

I like helping Sara because she's a really good friend to me. She always listens when I have a problem, or if I'm worried about something. So that's why I want to help her as much as I can!

2 Read again. Circle the correct meaning

1 warm up	(**a**) get your body ready to do exercise **b** record someone's time	
2 support a friend	**a** help a friend	**b** get your friend a snack
3 come second	**a** finish after lots of people in a race **b** be the next person to finish after the winner	
4 try harder	**a** hope to do better	**b** work hard to do better

3 Read again and answer

1 How often does Sara go to the track? Four times a week.

2 Does Nesma think Sara will win her competition? ______________

3 Did Sara win her last race? ______________

4 What snacks do Sara and Nesma eat? ______________

5 Why does Nesma want to help Sara? ______________

Vocabulary: *come second, support a friend, try harder, warm up*

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Reading and listening





1 **Read the text on page 6 again. Find and underline these words. Are they in the beginning, middle or end of a sentence?**

and but because so or

2 **Complete the sentences**

~~and~~ but because so or

1 I like running ___and___ jumping.
2 It's hard to run today ________ it's hot.
3 I like running ________ I'm not very fast.
4 He has a race next week ________ he trains every day.
5 She doesn't like throwing ________ jumping.

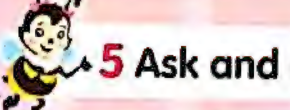
3 **Listen. How far will the children run?**



They will run ________________.

4 **Listen again and complete**

1 How ____________________ can you run?
2 Do you enjoy long ____________________ running?
3 Who do you think ____________________ win?



5 **Ask and answer**



Do you enjoy running?

How often do you do sports?

Which sport do you think is easy? Which sport is difficult?



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Values



1 Listen and read. What do the words in bold mean?



My rules for being a good friend!

1 Never **make fun of** your friends! It isn't kind to laugh at people.
2 Never **tell** your friend's **secrets** to other people.
3 Never **spread rumors** about your friends.
4 Never **pressure** your friend to do something he or she doesn't want to do.
5 **Listen** to your friend's ideas.
6 **Support** your friend.
7 If you make your friend sad, it's good to **apologize**. Saying sorry is important.
8 **Have fun** together!



2 Read again and complete the table

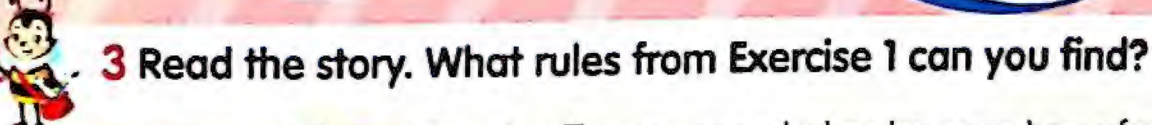
spread rumors	make fun of	~~listen~~	tell secrets
pressure someone	support	have fun	apologize

Good	Bad
1 listen	1 ______
2 ______	2 ______
3 ______	3 ______
4 ______	4 ______

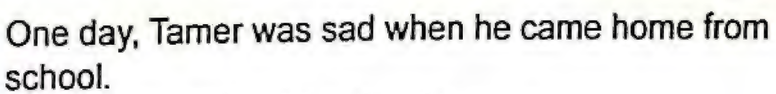
Vocabulary: *apologize, have fun, listen, make fun of, pressure someone, spread rumors, support, tell secrets*

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3 Read the story. What rules from Exercise 1 can you find?



One day, Tamer was sad when he came home from school.

"What's the matter?" asked his mom.

"Sherif asked me why I didn't want to do the swimming competition. I told him that I'm scared of water, but it was a secret. He told Adam and Wael, and now everyone knows. They are making fun of me."

"That wasn't very kind of Sherif," said Tamer's mom.

The next day, Tamer was a lot happier.

"How was school today, Tamer?" his mom asked.

"It was better!" said Tamer, smiling. "Sherif apologized for telling my secret. Adam and Wael said sorry for making fun of me. We're all friends again!"

1 Never tell your friend's secret. ....

2 ....

3 ....

4 Now make your own rules

....

....

....

....

....

....

....

....

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Learn Phonics with Busy Bee!

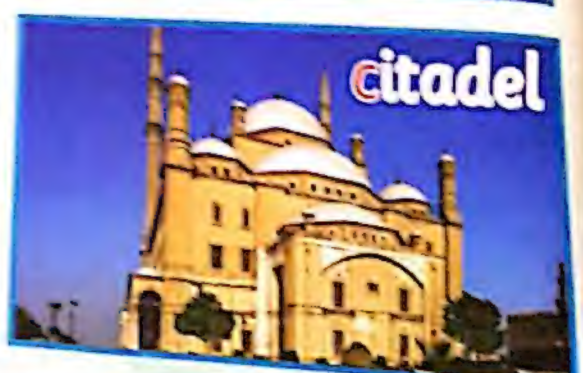


1 Listen, point and say











2 Read and say. Underline the letter c with the s sound





ice



space



bicycle

3 Write and say

We r _ _ _ d to the c _ _ _ on our b _ _ _ _ _ _ s. We saw the c _ _ _ _ _ _ and ate i _ _ cream!

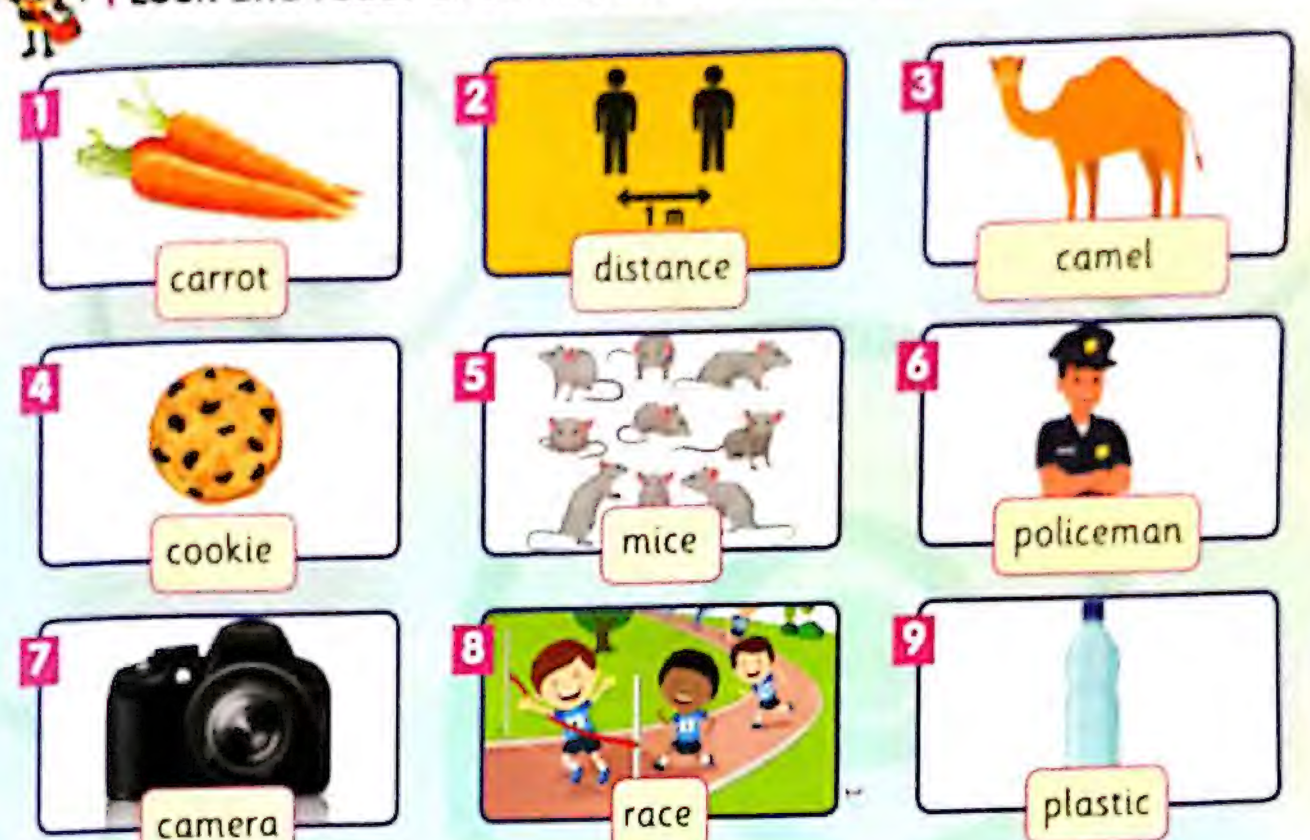


a b c d e f g h i j k l m n o p q r s t u v w x y z



Learn Phonics with Busy Bee!

1 Look and read. Circle the words with a *hard c*.

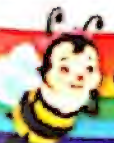




2 Listen, sort and write. Then say

~~cake~~ camel citadel city coffee cold face fact ice music pencil rice

c sounds like k	c sounds like s
1 cake	1 ______
2 ______	2 ______
3 ______	3 ______
4 ______	4 ______
5 ______	5 ______
6 ______	6 ______



a b c d e f g h i j k l m n o p q r s t u v w x y z

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CLIL: Math : Units of measurement

1 **What do we measure with? Read and write *T* (time) or *D* (distance)**

1 seconds T　　2 centimeters ____　　3 hours ____
4 meters ____　　5 kilometers ____　　6 minutes ____

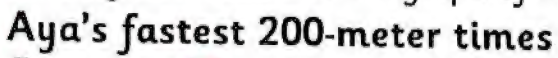
2 **Put the units of measurement in order from small to large**

Time
seconds ____ ____

Distance
____ ____ ____

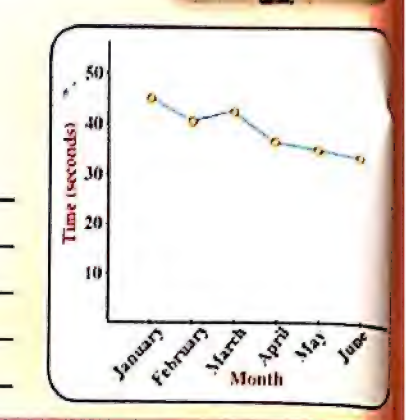
3 **Look at the line graph and answer the questions**

Aya started training for a running competition in January. It's July now. Look at the graph of her fastest times each month.



Aya's fastest 200-meter times

January 45 seconds　　**February** 41 seconds
March 43 seconds　　**April** 36 seconds
May 35 seconds　　**June** 33 seconds



1 Does the graph measure time or distance? ____
2 What was Aya's fastest time in January? ____
3 What was her fastest time in June? ____
4 Is Aya getting faster or slower? ____
5 What happens to the line on the graph? ____

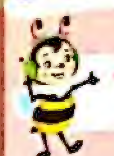
4 **Read and make a line graph**

Ramy is training for a long jump competition. Look at his distances and make a line graph.

Week	Distance
Week 1	350 cm
Week 2	355 cm
Week 3	361 cm
Week 4	365 cm
Week 5	363 cm

Think!
Does the graph measure time or distance?
What happens to the line on the graph?
The competition is in Week 6. Do you think Ramy will jump far?

CLIL: Social Studies: World records



1 Listen and read

World records

What is a **world record?** It's something which is the fastest, biggest, oldest, or smallest in the world. People in many different countries like trying to make new world records all the time.
Here are some famous Egyptian world records.

Did you know ...?

In 2017/2018, the Egyptian footballer Mohamed Salah set a world record when he played for the English team, Liverpool. He scored the highest number of goals in one season – 32 goals!



Egypt's national football team has a world record too. It is for winning the Africa Cup of Nations the most times. It won seven times, in 1957, 1959, 1986, 1998, 2006, 2008, and 2010!



And in 2018, **cyclists** in Egypt made a new world record. They made the largest GPS drawing by bicycle! The challenge was to cycle 761 km around Egypt, and record the direction of the race. The cyclists started at the Great Pyramids of Giza, and it took three days to finish.

The picture of their journey made the shape of a heart on the map! It was important because it made people think about how important it is to keep your heart healthy.

It isn't just Egyptian people who break world records. The Egyptian Mau is the fastest cat in the world. It can run up to 48 kilometers an hour!



2 Read again and correct the words in bold

1 Mohamed Salah scored **11** goals in 2017/2018. 32

2 Egypt's national football team won the Africa **Medal** of Nations. ________

3 The cyclists made the shape of a **pyramid** on the map. ________

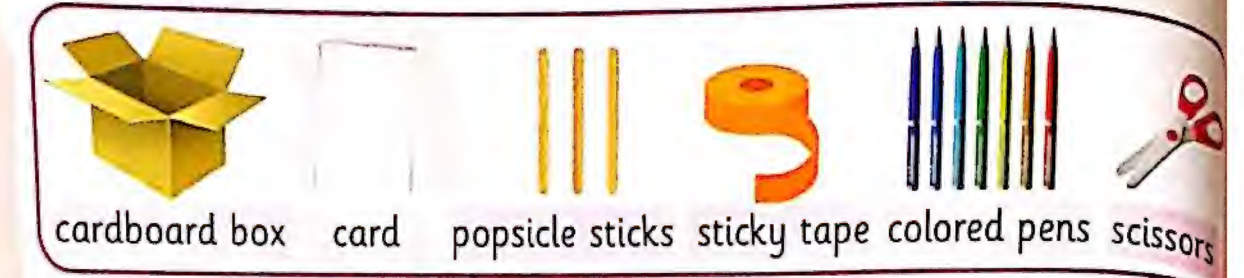
4 The Egyptian Mau is the **biggest** cat in the world. ________



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Project: Make a theater stage

You will need:



Think about one of the world records or Olympic medals you read about. You can find out about a new one, too! Imagine what happened when the athlete got it.



1 Think and plan

Who is on the stage?

What do they wear?

What do they do?

Where is the scene?

What other things can you put on the stage?



2 Make



1 Cut out your characters.

2 Color and tape them on the popsicle sticks.



3 Cut the front of the box out. Make a stage for your play!

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Show and tell



1 Show your stage to the class



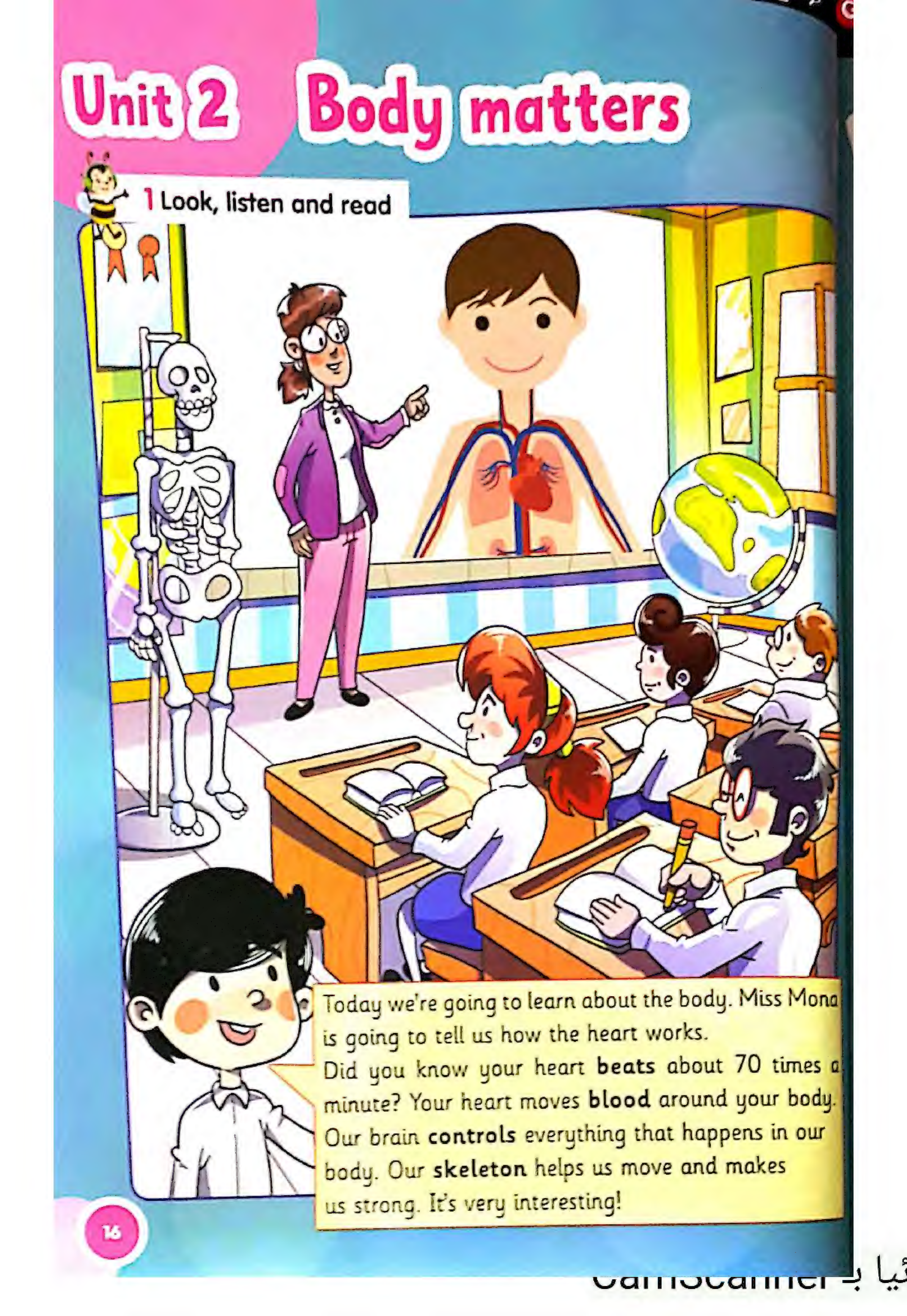
Language: *Galen Rupp won an Olympic medal in London.*

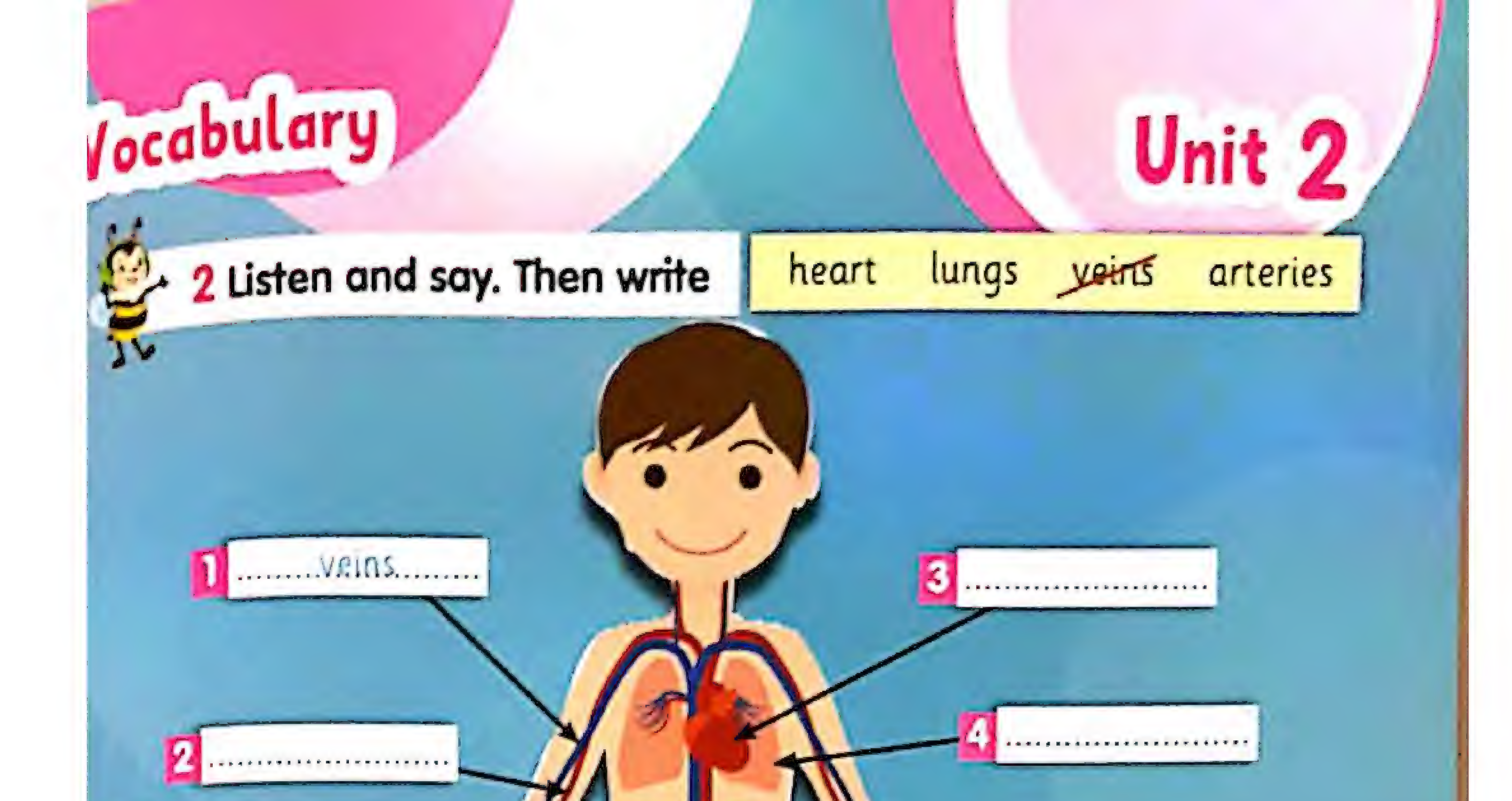
Self Assessment

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Reading 	I can read about friends doing sports and world records. ☆	I can answer questions about texts on sports, friendship and world records. ☆☆	I can use a reading text to draw line graphs or answer questions about self. ☆☆☆
Phonics 	I can recognize words that use the *soft c* and the *hard c*. ☆	I can use words that use the *soft c* and the *hard c*. ☆☆	I can find other words with the *soft c* and the *hard c*. ☆☆☆
Language use 	I can read sentences about how we say what we think will happen and how we make comparisons. ☆	I can make sentences about what I think will happen and make comparisons. ☆☆	I can ask and answer about what I think will happen and make comparisons. ☆☆☆
CLIL 	I can recognize some units of measurement. ☆	I can ask and answer about units of measurement. ☆☆	I can use units of measurement to talk about my sports activities. ☆☆☆
Life skills and values 	I can read and understand a text about being a good friend. ☆	I can recognize the different aspects of being a good friend. ☆☆	I can think about other ways to be a good friend. ☆☆☆
Project 	I can think of a world record and work with my group to write a scene describing the athlete who got it. ☆	I can think of a world record, work with my group to write a scene describing who got it and perform the scene in front of the class. ☆☆	I can think of a world record, work with my group to write a scene describing who got it, provide ideas to improve the scene and perform the scene in front of the class. ☆☆☆

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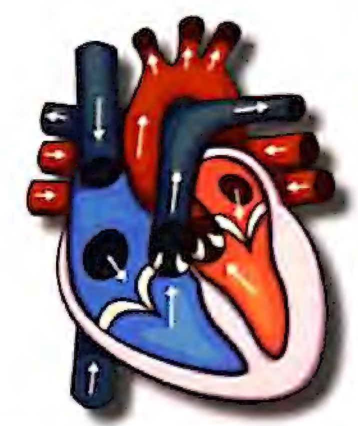

Unit 2 Body matters
1 Look, listen and read
Today we're going to learn about the body. Miss Mona is going to tell us how the heart works.
Did you know your heart **beats** about 70 times a minute? Your heart moves **blood** around your body. Our brain **controls** everything that happens in our body. Our **skeleton** helps us move and makes us strong. It's very interesting!
16



2 Listen and say. Then write

heart lungs ~~veins~~ arteries

3 Listen and read



The heart is very important because it moves blood around your body. Blood carries **oxygen** and **nutrients** to all parts of the body.

Veins carry blood from the body to the heart. There isn't a lot of oxygen left in this blood because it was used in the body. That is why the blood looks darker.

The heart pushes the blood to the **lungs**. In the lungs, oxygen is added to the blood. The oxygenated blood (now with oxygen in it) travels back to the heart and then the heart pumps it out to the rest of the body in the **arteries**. Veins and arteries are the major blood vessels that connect to the heart.

4 Read again and match

1 oxygen
2 nutrients
3 veins
4 arteries
5 blood
6 blood vessels

a These carry blood with oxygen in it away from the heart.
b A gas which all living organisms need.
c A liquid that carries oxygen and nutrients around your body.
d Tubes through which blood circulates in the body.
e We need these to help us grow.
f These carry blood without a lot of oxygen in it to the heart.

Vocabulary: *arteries, beat, blood, heart, lungs, oxygen, nutrients, pump, veins*

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Vocabulary

Bones and muscles



1 Listen and read

Our **skeleton** is all the bones that keep us strong and help us move. We need **muscles** to move our **bones**. Muscles are attached to bones and they lift and turn bones so we can walk, run, dance – anything! When we kick a ball, muscles make the bones in our leg and knee move.

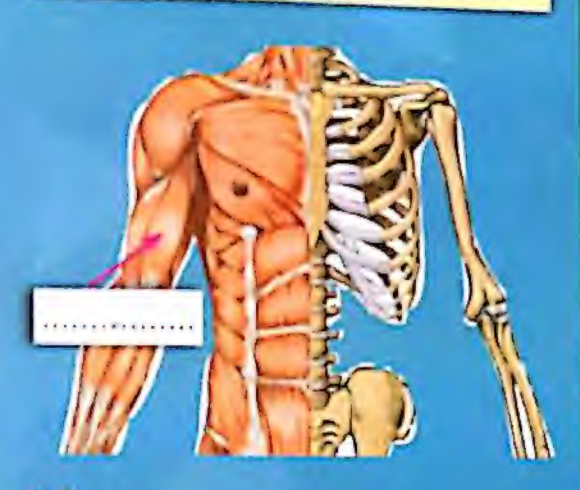
Muscles in our arms and **elbows** move when you play tennis. We use muscles when we chew food, to move the **jaw bone** up and down.

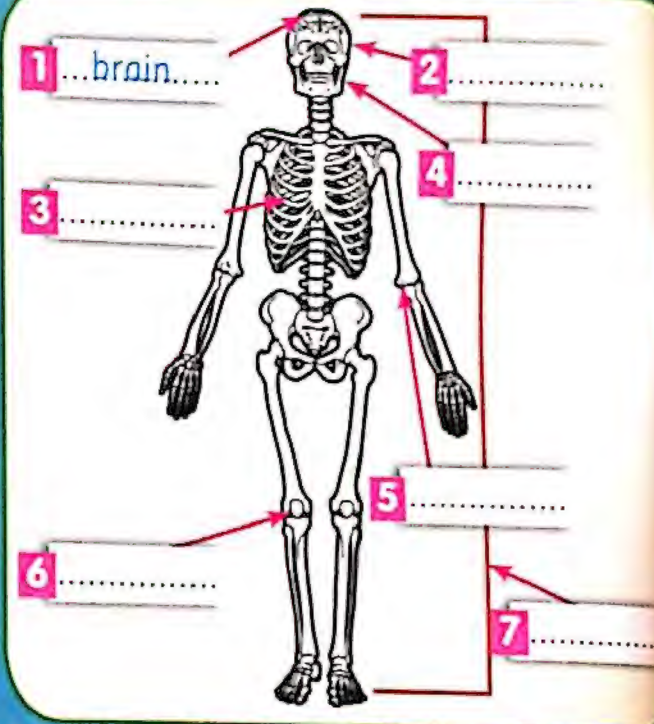
Bones are hard, and they protect our soft **organs**. Our brain, heart and lungs are important organs that need to be safe.

Bone

2 Look, label and say

skeleton ~~brain~~ skull rib
knee muscle jaw elbow







3 Think! Which organs do these bones protect? Write

brain heart lungs eyes

1 skull	________	________
2 ribs	________	________

Vocabulary: *bone, brain, elbow, jaw, knee, organ, muscle, rib, skeleton, skull*

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1 Listen, read and say



I'm going to wear a helmet to protect my skull.



He's going to wear pads to protect his knees.

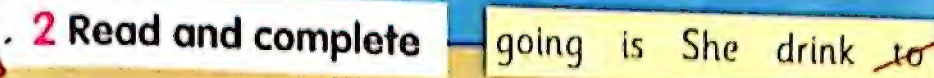


He isn't going to go to the park today.

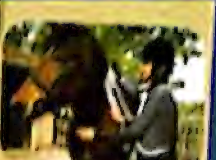


Is she going to climb the rock? Yes, she is.

2 Read and complete



1 He is going __to__ wear a helmet when he rides a horse.



2 ______ is going to wear pads to protect her elbows.

3 I am ______ to wear sunglasses to protect my eyes from the sun.



4 We are going to ______ water after we go running.

5 She ______ going to go to bed early!



3 What are you going to do today? Ask and answer



I'm going to go to the park after school.

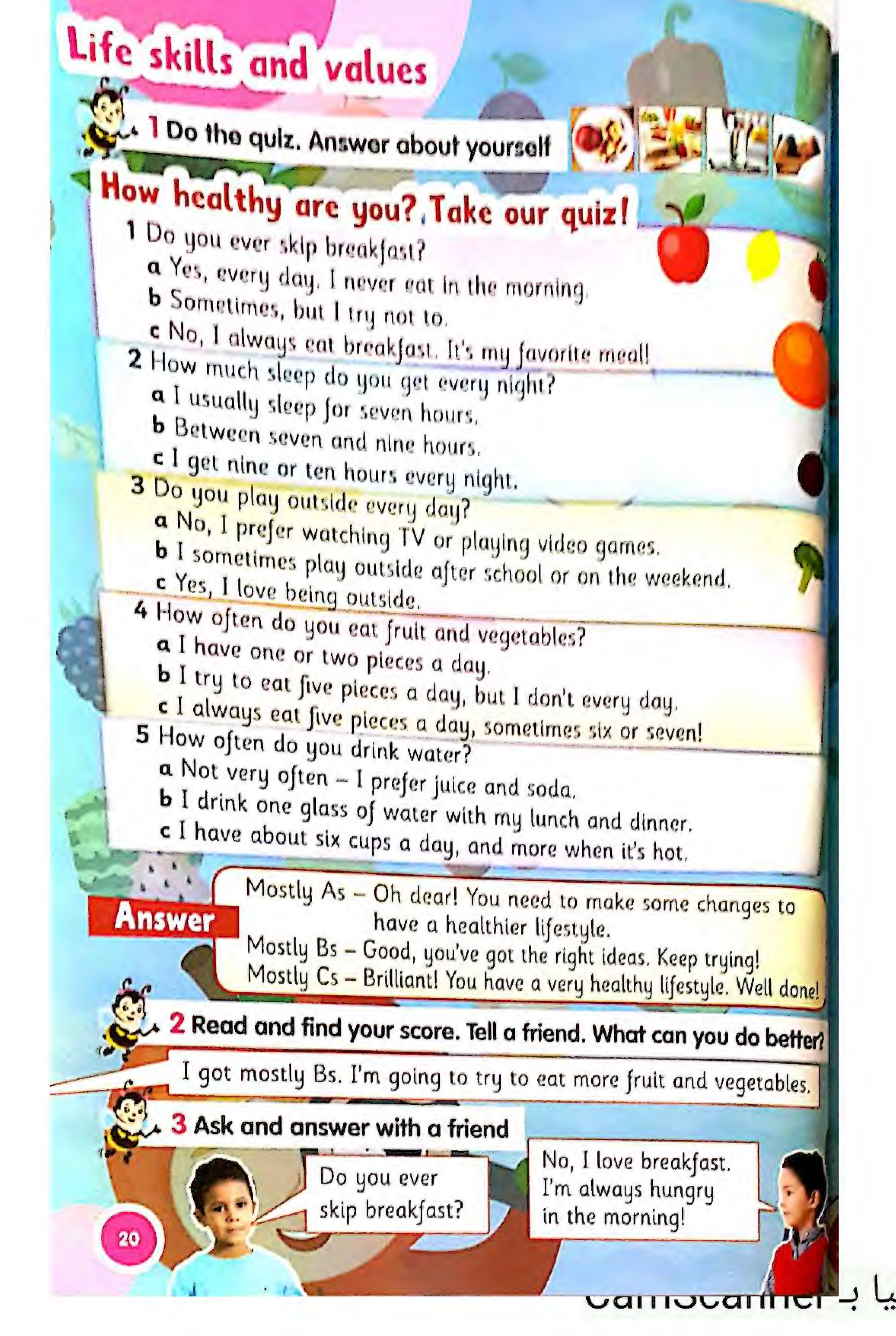
I'm going to have chicken and rice for dinner.



Language: *I'm going to (wear a helmet).*
She's going to (go to bed early).
He isn't going to (go to the park).
Is she going to (climb the mountain)?
Yes, she is. / No, she isn't.



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Life skills and values

1 Do the quiz. Answer about yourself

How healthy are you? Take our quiz!

1 Do you ever skip breakfast?
- **a** Yes, every day. I never eat in the morning.
- **b** Sometimes, but I try not to.
- **c** No, I always eat breakfast. It's my favorite meal!

2 How much sleep do you get every night?
- **a** I usually sleep for seven hours.
- **b** Between seven and nine hours.
- **c** I get nine or ten hours every night.

3 Do you play outside every day?
- **a** No, I prefer watching TV or playing video games.
- **b** I sometimes play outside after school or on the weekend.
- **c** Yes, I love being outside.

4 How often do you eat fruit and vegetables?
- **a** I have one or two pieces a day.
- **b** I try to eat five pieces a day, but I don't every day.
- **c** I always eat five pieces a day, sometimes six or seven!

5 How often do you drink water?
- **a** Not very often – I prefer juice and soda.
- **b** I drink one glass of water with my lunch and dinner.
- **c** I have about six cups a day, and more when it's hot.

Answer

Mostly As – Oh dear! You need to make some changes to have a healthier lifestyle.
Mostly Bs – Good, you've got the right ideas. Keep trying!
Mostly Cs – Brilliant! You have a very healthy lifestyle. Well done!

2 Read and find your score. Tell a friend. What can you do better?

I got mostly Bs. I'm going to try to eat more fruit and vegetables.

3 Ask and answer with a friend

Do you ever skip breakfast?

No, I love breakfast. I'm always hungry in the morning!

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4 Which is healthier? Look and circle



5 Write sentences from Exercise 4

1 Drinking water is healthier than drinking cola.

2 ______________________________

3 ______________________________

4 ______________________________

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Life skills and values



1 Listen and read. Check (✓) or cross (✗) the boxes

Making healthy choices



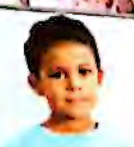
Laila: I sometimes stay up late on a school night because I like watching TV and playing video games. In the morning I feel **tired** and **cross!** ☐



Adam: When I find things difficult at school, or I have **arguments** with my friends, I try to stay **positive**. I like taking a walk outside, because it helps me feel happy and calm. ☐



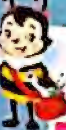
Dareen: I do exercise every day – I play football or go swimming. I like cycling too. I'm always in a good **mood** after I do exercise. ☐



Zain: I like fruit, but I eat a lot of sweet snacks too. Sometimes I feel tired, so I have candy and snacks. My mom says I don't get enough **nutrients**. ☐



Malak: I like school, but I sometimes worry because I have arguments with my friends. Then I feel angry and sad. I don't tell anyone. I play video games and try to forget about it. ☐



2 What can they change? Write your ideas

Name	Idea
Laila	
Zain	
Malak	



3 Read and match

1 relaxed, not angry
2 feeling happy and having fun
3 be cross with someone because you don't agree
4 not going to bed at the right time
5 try not to worry when facing a problem

a have an argument
b stay up late
c be in a good mood
d stay positive
e be calm

Vocabulary: *be calm, be in a good mood, have an argument, skip breakfast, stay positive, stay up late*

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4 Listen and write *T* (true) or *F* (false)



1 Fares gets a lot of sleep. (..........)

2 Fares eats breakfast every day. (..........)

3 Fares gets the right nutrients. (..........)

4 Fares likes watching sports. (..........)

5 Fares's brother is going to try to help him. (..........)



5 Can you think of things Fares can change?



He can eat breakfast, not candy and snacks.

1 ______________________________

2 ______________________________

3 ______________________________

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Learn Sounds with Busy Bee!



1 Listen, point and say



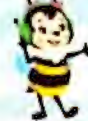




2 Listen. What's different from Exercise 1?







3 Listen. Underline the long '*oo*'. Circle the short '*oo*'. Say





1 Healthy food puts Fares in a good mood.

2 I'm in my room. I've got a book about the moon.

Phonics: the *oo* sounds



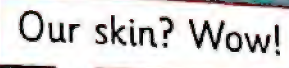
a b c d e f g h i j k l m n o p q r s t u v w x y z

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Reading

Unit 2

1 Look, listen and point









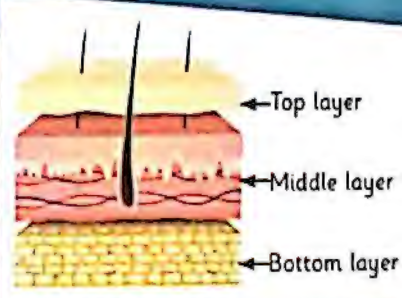






2 Look and read

Our skin



Our skin is the largest organ in our body, and it's very important. It protects us from the sun, as well as from **dirt** and **germs**. It keeps you cool in hot weather, and warm in cold weather! We need to look after our skin to keep it healthy.
Our skin has got lots of layers – look:

1 **Top layer** This is strong. Water can't get through it!

2 **Middle layer** We can feel hot and cold things here. This has got blood vessels.

3 **Bottom layer** This **attaches** your skin to your bones and muscles.

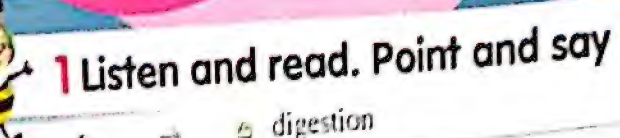


The sun can damage our skin. We can get sunburn. It's important to wear **sunscreen** to protect our skin. Do you wear **sunscreen**?

3 Read again and complete the sentences

1 Our skin keeps us cool in hot weather and _____ in cold weather.
2 _____ can't get through our top layer of skin.
3 We have got _____ in the middle layer of skin.
4 Our bottom layer of skin is attached to our _____ and _____.
5 We can get ____________ from the sun.

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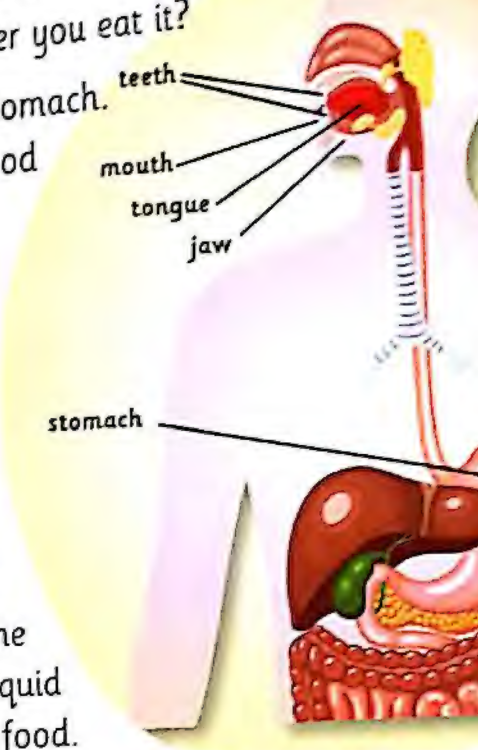
CLIL: Science: Digestion

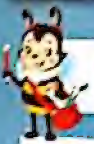
1 Listen and read. Point and say

← → digestion

We know it's important to eat healthy food.
But do you know what happens to food after you eat it?

When we **swallow** food, it goes to our stomach.
We get **energy** and **nutrients** from the food we eat. But our bodies have to change the food so it can use it. It has to **break down** the food before it can **absorb** it. We chew food in our mouths, using our teeth, tongue and jaw. We need **saliva** to help us do this. This is a liquid made in our mouth.
Then we swallow the food. Muscles help to push it down to our stomach. When the food is in our stomach, another special liquid called **'stomach acid'** breaks down the food.
This is called **digestion**. Now the body can absorb the nutrients it needs from the food, and get rid of the things it doesn't need.





2 Read again and complete the sentences

stomach chew swallow breaks down
teeth tongue saliva absorb ~~mouth~~

1 First, we put food in our _mouth_.
2 We make food smaller with our ______.
3 We ______ our food with our teeth, ______ and jaw.
4 We have a liquid called ______ in our mouth to help.
5 When our food is smaller, we can ______ it.
6 When we eat, food goes to our ______.
7 In the stomach, our body ______ ______ the food.
8 Then we can ______ the nutrients we need.

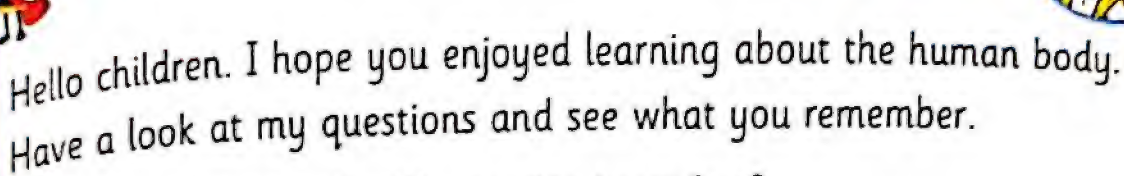
Vocabulary: *absorb, break down, chew, digestion, saliva, swallow, tongue*

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Unit 2

Miss Mona gave us some homework. Let's have a look!

1 Read and answer. Work with a friend



Hello children. I hope you enjoyed learning about the human body. Have a look at my questions and see what you remember.

1 Is it healthy or unhealthy to skip breakfast?

____

2 Name two organs that your skull protects.

____

3 What is oxygen?

____

4 Where does food go when we swallow it?

____

5 Can water get through our top layer of skin? Why?

____

6 Does blood with a lot of oxygen travel in veins or arteries?

____

7 Is it healthy for children to get seven hours' sleep a night?

____

8 What is attached to our bones to help us move?

____







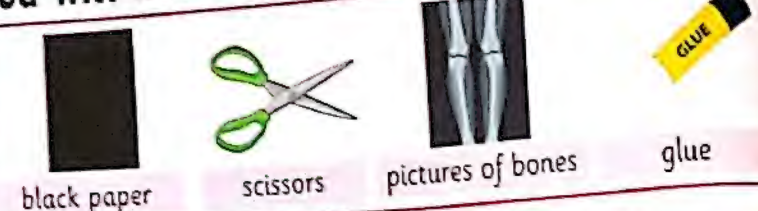


2 Listen. Check your answers

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Project: Make a skeleton

You will need:



black paper | scissors | pictures of bones | glue



1 Think and plan

Draw an outline of a human body.

Think!
What bones do you need for your skeleton? Can you find out?



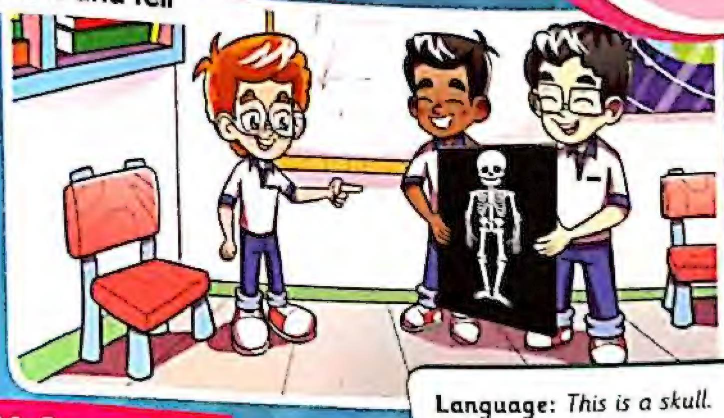


2 Make

Cut out the bones you need.
Stick the bones on the black paper.



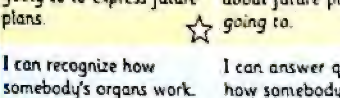
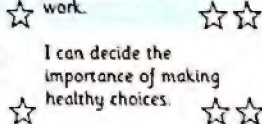
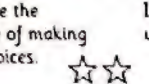
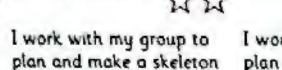
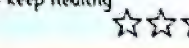
1 Show and tell



Language: *This is a skull.*

Self Assessment

Read and color the stars that describe your effort

Reading 	I can read about different organs in the body. ☆	I can answer questions on texts about different organs in the body. ☆☆	I show understanding of different reading texts by deciding on healthy choices. ☆☆☆
Phonics 	I can recognize words with long and short oo. ☆	I can complete words with long and short oo. ☆☆	I can say other words with long and short oo. ☆☆☆
Language use 	I can read sentences with *going to* to express future plans. ☆	I can ask and answer about future plans using *going to*. ☆☆	I can talk about my future plans using *going to*. ☆☆☆
CLIL 	I can recognize how somebody's organs work. ☆	I can answer questions on how somebody's organs work. ☆☆	I can talk about how somebody's organs work. ☆☆☆
Values  	I can recognize healthy and unhealthy choices. ☆	I can decide the importance of making healthy choices. ☆☆	I can say how to change unhealthy choices. ☆☆☆
Project 	I work with my group to plan and make a skeleton.  ☆	I work with my group to plan and make a skeleton and talk about it.   ☆☆	I work with my group to plan and make a skeleton, talk about it and say how to keep healthy.  ☆☆☆

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1 Look, listen and read

I always have fruit at breakfast– an apple or a banana. There are lots of **vitamins** in fruit, and there is fiber, too! Do you like fruit, Hany?

Yes, I do, but what are **vitamins**? Why do we need them?

Vitamins are **nutrients** in some foods. They're good for all parts of your body, and they make you strong! Mom says we should eat lots of fruit to get the vitamins we need.

That's good, because fruit is **delicious**! Are there vitamins in eggs?

Yes, there are!

وئيا بـ CamScanner





I always have fruit at breakfast– an apple or a banana. There are lots of **vitamins** in fruit, and there is fiber, too! Do you like fruit, Hany?

Yes, I do, but what are **vitamins**? Why do we need them?

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That's good, because fruit is **delicious**! Are there vitamins in eggs?

Yes, there are!

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2 Listen and read

It's important to get a **balance** of the right kinds of food. Our bodies need lots of different **nutrients**, including **vitamins** and **minerals**, to work well and be healthy. This healthy eating plate is a good way to think about what we need.

1 We should try to eat 5 - 7 pieces of **fruit and vegetables** a day. There are lots of vitamins in fruit, such as Vitamin C. There is also **fiber**. Fiber is very important in a healthy diet.

2 **Carbohydrates** give us energy. We can get these in bread, pasta, rice, and cereal.

3 We need **protein** to help us grow and to make our bodies strong. There's protein in meat, fish and eggs.

4 There is protein in **dairy** foods such as milk and cheese too. Dairy foods also give us vitamins and a mineral called **calcium**. Calcium is good for our bones, heart and muscles.

5 We need some **fats**, too, because they give us energy and help us absorb some important vitamins. There are healthy fats and oils such as olive oil and butter.

Many foods such as cakes, biscuits and soda contain sugar. We shouldn't eat or drink a lot of **sugar**!

vegetables · carbohydrates · proteins · Dairy · Fats



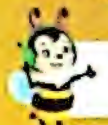
3 Cover the picture. Ask and answer



Vocabulary: *carbohydrate, dairy, fat, fiber, minerals, protein, sugar, vitamins*

Tip!

We need different vitamins for different things. Vitamin C is good for our skin and it makes us strong. Can you find out what Vitamins A, B and D are good for?



Language use

1 Listen, read and say

1 

You should eat a healthy lunch every day.

2 

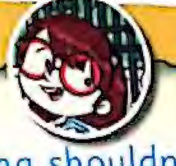
You shouldn't eat cookies every day.

2 Look, circle and write

Hana	Hany
should	shouldn't

soda	bread
~~candies~~	fruit

1 Hana shouldn't eat / drink



candies every day.

2 .... eat / drink



.... every day.

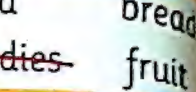
3 .... eat / drink



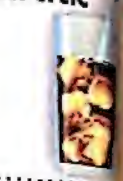


.... every day.

4 .... eat / drink







.... every day.

3 Read and answer

Younis is an athlete. He wants to have a healthy diet. He lives in a hot country and he does a lot of exercise. He's going to do a race tomorrow, so he needs lots of energy.

1 Should he eat some food with carbohydra[tes?]
Yes, he should.

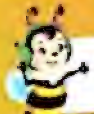
2 Should he drink water when he exercises?
....

3 Should he sleep for four hours tonight?
....

4 Should he eat lots of candies and cakes?
....

Language: *He should (eat fruit every day).*
She shouldn't (eat candies every day).
Should I drink water? Yes, you should.

CamScanner ـب ضوئيا



Language use

1 Listen, read and say

1

You should eat a healthy lunch every day.

2

You should[n't] eat cookie[s] every day.

2 Look, circle and write

Hana	Hany
should	shouldn't

soda	brea[d]
~~candies~~	frui[t]

1

Hana shouldn't
eat / drink
candies
every day.

2

....
eat / drink

....
every day.

3

....
eat / drink

....
every day.

4

....
eat / drink

....
every day.

3 Read and answer

Younis is an athlete. He wants to have a healthy diet. He lives in a hot country and he does a lot of exercise. He's going to do a race tomorrow, so he needs lots of energy.

1. Should he eat some food with carbohydr[ates?]
   Yes, he should.
2. Should he drink water when he exercises?
   ....
3. Should he sleep for four hours tonight?
   ....
4. Should he eat lots of candies and cakes?
   ....

Language: *He should (eat fruit every day).*
She shouldn't (eat candies every day).
Should I drink water? Yes, you should.

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1 Listen and read

Why do we need water?

All living things need water. Animals and humans drink water. Plants get it from the soil in their roots.

We all know water is good for us, but do you know how important it is for our health? Our blood is about 82% water. Blood carries oxygen and nutrients around the body. We eat food, and it breaks down into nutrients in our stomach. Water helps with this, and it also helps carry the nutrients around the body in our blood vessels.

Our brains are made up of about 75% water. If you drink enough water, your brain works better. If you don't drink enough water, you get **dehydrated**. You feel tired and you don't have a lot of energy. You can get a **headache** or find it difficult to think. When you are **hydrated**, it means you are getting enough water. It's good for your **joints**, your bones and your body **temperature**.

Water also helps your body to get rid of **toxins** from your body, and helps the other organs in your body to work well.

Children should drink about 1.5 litres of water every day. Most of this should be pure water, but we can also get water from other drinks such as milk, tea and fruit juices, and fruits and vegetables. We should drink more water in hot weather, because we lose water when we **sweat**.

2 Read again and match

1 hydrated e
2 dehydrated
3 joints
4 toxins
5 temperature
6 sweat

a liquid that comes out of your skin when you are hot

b when your body doesn't get enough water

c a measurement of how hot or cold you feel

d the parts of your body that move

e ~~when your body gets enough water~~

f things you don't want in your body; they can make you ill

3 Ask and answer

1 How much of our blood is made up of water?
2 How much of our brain is made up of water?
3 What happens if you are dehydrated?

Vocabulary: *dehydrated, hydrated, joints, sweat, temperature, toxins*

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Life skills



1 Listen and read

We can look at food packaging to find out what is in our food. Th helps us decide if it is healthy or unhealthy. For example, if we see that there are lots of calories and not a lot of vitamins, we ca decide to make a different choice. These are some words you wi find on a food package:

serving	how much you eat at one time
calories	the amount of energy in food
sodium	this is a mineral; we need enough of it, but we shouldn't have too much. The salt we get in food is sodium mixed with other things. We shouldn't eat foo with too much salt in.
enough	the right amount
too much	more than we need
percent	When we see something like 50%, it means that this food gives us 50%, or half, of the amount of that vitamin or mineral that our bodies need every day.

cereal

Serving size	30 grams
Energy	115 calories
Fat	0.4 grams
Carbohydrate	26 grams
Sugar	2.4 grams
Sodium	0.3 grams
Fiber	0.6 grams
Protein	2.1 grams
Vitamin C	50% (percent)
Vitamin D	50% (percent)

2 Read and complete

calories % grams

1. We measure energy in ....
2. We use .... to measure a nutrient.
3. If we know how much we need of a nutrient each day, we can look at what percent, or ...., this food gives us.

3 Look at the cereal package and ask and answer

1. How many calories does this breakfast cereal have?

   ....

2. How much fiber does this breakfast cereal have?

   ....

4 Find out!

1. How much fiber do children need a day?
2. How much Vitamin C do children need a day?

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Choosing a healthy snack

Unit 3

1 Look and read

	cake	cereal bar	chocolate brownie	dried fruit bar
Energy	125 calories	143 calories	310 calories	85 calories
Fat	3 grams	5 grams	21 grams	1.2 grams
Sugar	8 grams	11 grams	23 grams	7 grams
Salt	0.2 grams	0.1 grams	0.2 grams	0.1 grams

2 Read again and answer

1. Which snack has the most calories?

   ....

2. Which snack has the most fat?

   ....

3. Which snack has the most sugar?

   ....

4. Which snack has the most salt?

   ....

5. Do you think any of these snacks have too much sugar?

   ....

6. Do you think these snacks have too much fat?

   ....

Tip!

There is sugar in fruit, so it tastes sweet. Natural sugar in fruit is better for you than sugar in cakes and candies.

Think!

We get a lot of Vitamin C in fruit.

Which snack do you think has the most Vitamin C?

...ch snack is ...r favorite?



I like cereal bars.

...do I! And I like dried fruit bars too. They have fewer calories.

...cabulary: *calories, enough, percent, serving, sodium, too much*

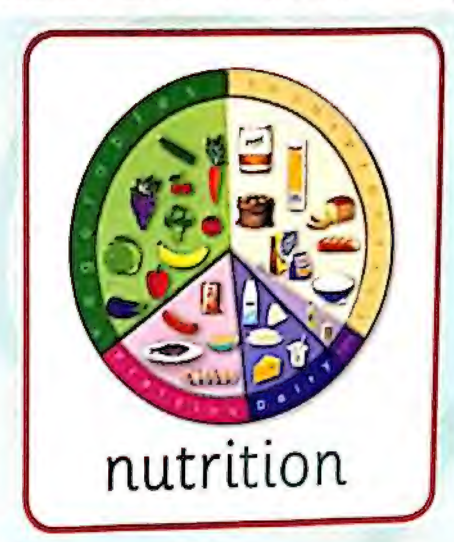
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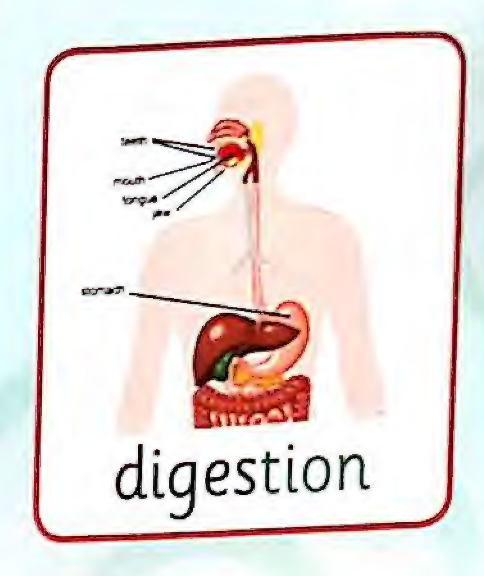
Learn Sounds with Busy Bee!



1 Listen and read. Then say



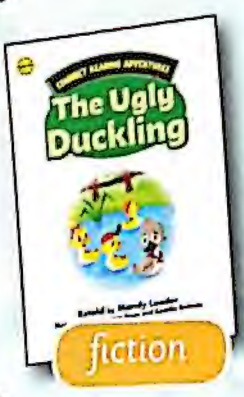
nutrition



digestion



2 Listen. Underline the *tion* ending



fiction



pollution



fire station



3 Listen and say

I have a new book. It isn't fiction. It's about nutrition and digestion!



Phonics: the *tion* sound

a b c d e f g h i j k l m n o p q r s t u v w x y z

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Reading

Unit 3

1 Listen and read. Number

It's important to eat the right food, but it's also important to look after food to keep it fresh and safe. We need to **preserve** and **store** food. If we don't store food properly, it can go bad, and this makes us sick. Now, we can use fridges and freezers to store food. These need electricity to work. How can we preserve food if we don't have electricity? And how did people preserve food in the past?

1 Fire — People used fire to make smoked meat and fish. We used this a long time ago, and we still use it now.

2 Salt — We can add salt to food to preserve it. It takes out the water. People use this all over the world for meat and fish.

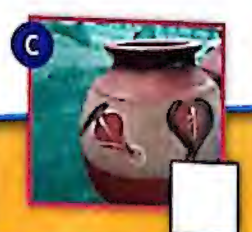
3 Drying — We can dry fruit in the sun. Dried apples, figs, grapes, bananas and mangoes are all delicious. When we dry fruit, it takes out the water and keeps the nutrients. The fruit is sweet and delicious, and it's healthy because we don't add sugar.

4 Containers — There are different ways of storing food in containers.

- Zeer pots — Thousands of years ago, people invented zeer pots to keep food fresh. The food is inside one ceramic pot. This pot is put inside a bigger ceramic pot. You put sand between the two pots, then put water in the sand. The water takes the heat away and the food stays cool.
- Cans and jars — People also use cans and jars to preserve food. You put the food in a liquid with salt, and close the can. No air gets into the jar or can, and the food lasts for years.

a  3

b 

c 

d 

2 Read and complete

salt containers ~~water~~ nutrients electricity preserve

1 When we dry food, we take out the ...water... and keep the ....
2 We add .... to food to .... it.
3 We can store food in ....
4 We need .... to store food in a fridge.

3 Think and answer

1 Do you have smoked or dried food at home? Does it taste good?
2 What food do you have in cans or jars?

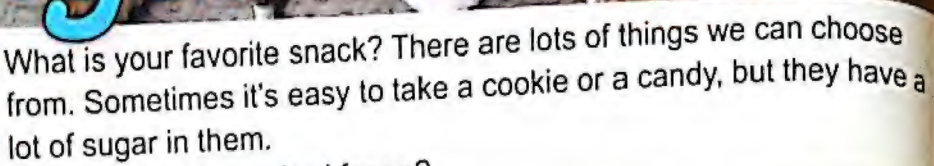
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Listening and reading



1 Listen and read

Sugar



What is your favorite snack? There are lots of things we can choose from. Sometimes it's easy to take a cookie or a candy, but they have a lot of sugar in them.
Why is eating sugar bad for us?

Sugar is bad for our teeth. Eating too much sugar damages our teeth. Do you like going to the dentist?

Sugar is bad for our heart too. It stops our arteries working as well as they should. Over a long time, this can damage our heart.

Sugar gives us energy, but it isn't a good kind. When we get energy from carbohydrates, that energy lasts a long time. When we get energy from sugar, we lose it quickly. Then our body wants more sugar.

Sugar can affect our brains. If we have too much sugar, our brains get a lot of energy quickly. This can make our brain confused. We can feel worried and anxious. Sugar can be bad for our mood.

2 Read and answer *True* or *False*. Correct the false sentences

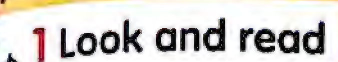
1. Sugar is good for our teeth. False. Sugar is bad for our teeth.
2. Sugar helps our arteries to work. ....
3. It is better to get energy from carbohydrates than sugar. ....
4. When we get energy from sugar, it lasts a long time. ....

3 Ask and answer

Did you know sugar is bad for your heart?

Did you know sugar can affect your mood?





1 Look and read

Children shouldn't have more than 25 grams of sugar a day. 25 grams is about six teaspoons. One teaspoon has four grams of sugar.

2 Look and listen. How much sugar do these snacks have? Write the grams. Then work out and write the teaspoons

a 12 grams = 3 teaspoons

b .... grams = ... teaspoons

c .... grams = ... teaspoons

d .... grams = ... teaspoons

e .... grams = ... teaspoons

Tip!

There is natural sugar in fruit. This is better than sugar that is added to food such as cakes and candies.

3 Write the snacks from Exercise 2 in order. Lowest first

Lowest Highest

1 ..raisins...
2 ....
3 ....
4 ....
5 ....

Try this!

Write a list of the snacks you eat over two or three days. Can you find out how much sugar is in them? Write it down and count the grams. Do you have too much sugar?

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Project: Healthy eating plate

You will need:



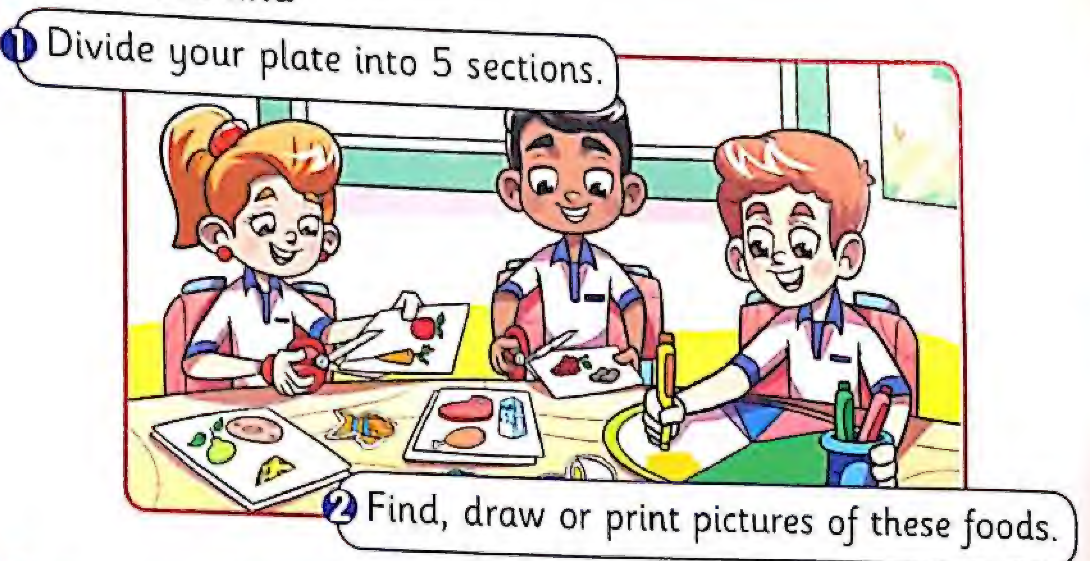
1 Think and plan

What do you need for a healthy diet? List the nutrients.

What foods contain these nutrients? Make a list.

2 Look and find

1 Divide your plate into 5 sections.



2 Find, draw or print pictures of these foods.

3 Make your healthy eating plate



3 Stick and write.

Show and tell

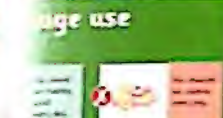
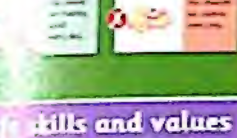
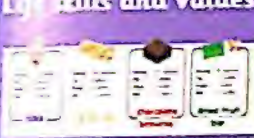
Unit 3

1 Show and tell



Self Assessment

Read and color the stars that describe your effort

Speaking 	I can ask and answer about a food product in a dairy section. ☆	I can talk about my favorite food and say why I like it. ☆☆	I can talk about a food product in a dairy section and say what is good or bad about it. ☆☆☆
Reading 	I can read and follow texts about balanced food and why it is important to follow a healthy diet. ☆	I can answer questions on reading texts about balanced food and how to follow a healthy diet. ☆☆	I can elicit (get) information from leaflets, pictures, food packages, etc., to make notes. ☆☆☆
Phonics 	I can recognize words ending with *-tion*. ☆	I can write words ending in *-tion*. ☆☆	I can find other words ending in *-tion*. ☆☆☆
Language use 	I can complete sentences using *should/should not* to give advice with prompts. ☆	I can ask and answer using *should/should not* for giving advice. ☆☆	I can give advice using *should/should not*. ☆☆☆
Life skills and values  	I can say the positive and negative sides of some food products. ☆	I can think of the positive and negative sides of some food products and decide what is better for my health. ☆☆	I can think of the positive and negative sides of some food products, say what is healthy, and decide why. ☆☆☆
Project 	I work with my group to make a healthy eating plate model. ☆	I work with my group to make a healthy eating plate model and say why it is healthy. ☆☆	I work with my group to make a healthy eating plate model and provide help to my partners in the group to complete their work. ☆☆☆



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Review 1



1 Look, choose and write

race athlete track medal

1 

....

2 

....

3 

....

4 

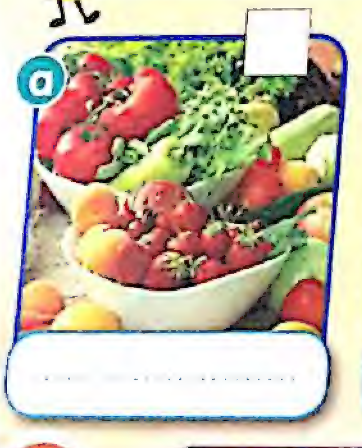
....

2 Read and check (✓) or cross (X)

1 If you **make fun** of someone, you are a good friend. ☒
2 When you **warm up**, you get ready to do exercise. ☐
3 If you are **dehydrated**, you're drinking the right amount of water. ☐
4 When you **apologize**, you say sorry to someone. ☐
5 Apples are a **dairy** food. ☐
6 You shouldn't tell your friend's **secrets** to other people. ☐
7 It's a good idea to **skip breakfast**. ☐
8 You lose water through your skin when you **sweat**. ☐

3 Listen and number. Write

fats protein fiber carbohydrates

a ☐ 

....

b ☐ 

....

c ☐ 

....

d ☐ 

....

Revision of vocabulary from Units 1-3

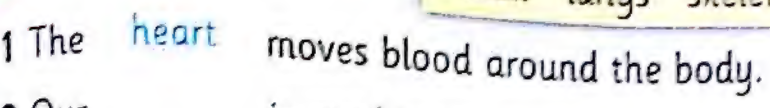
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Review 1

Reading and writing

1 Look and write

saliva tongue arteries skin
muscles ~~heart~~ stomach
skull lungs skeleton



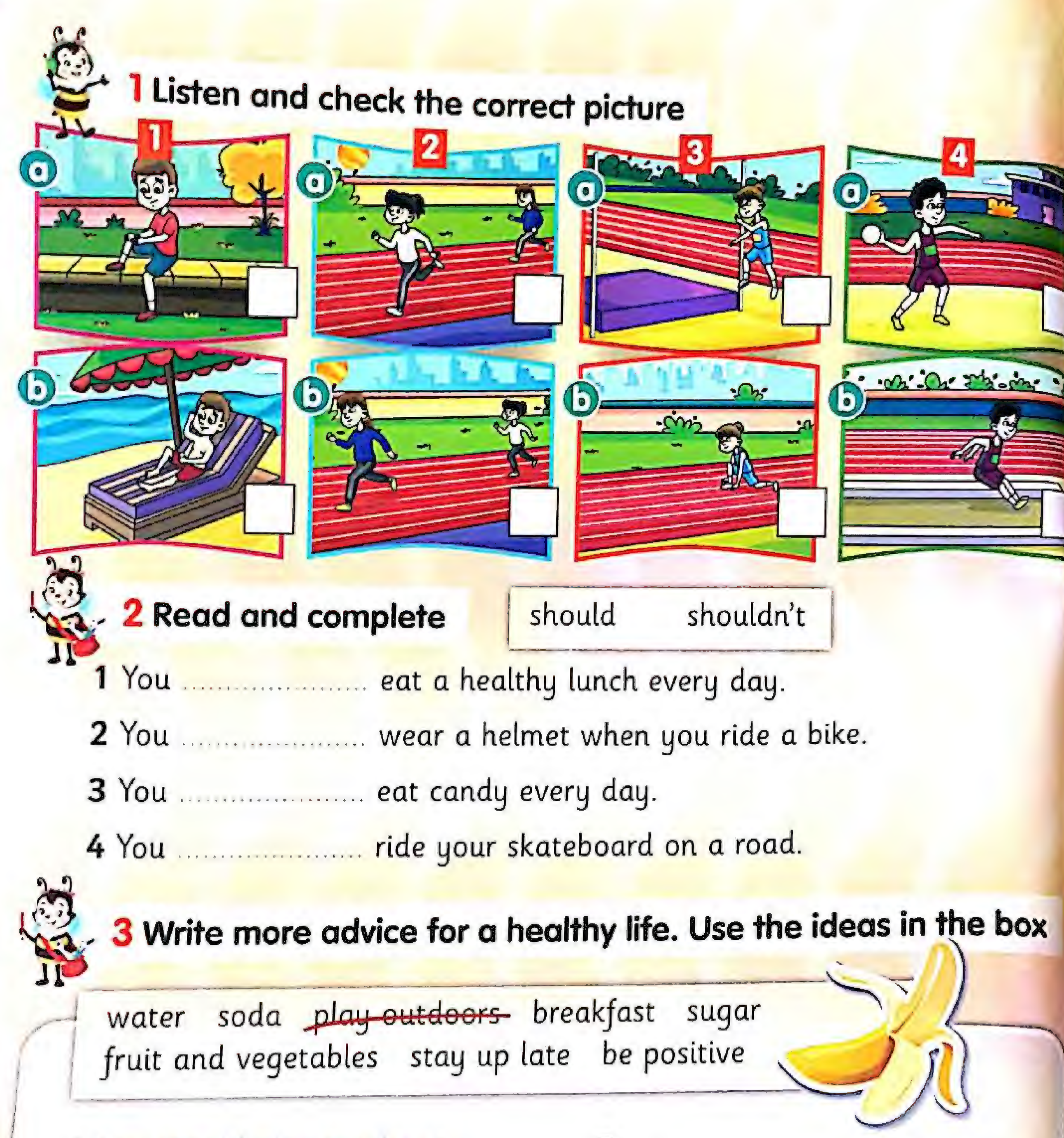
1 The heart moves blood around the body.
2 Our .... is our biggest organ.
3 In the ...., oxygen is added to the blood.
4 Blood with a lot of oxygen in it travels around the body in ....
5 We need .... to move our bones.
6 Our .... is all the bones in our body that keep us strong and help us move.
7 Our .... protects our brain and our eyes.
8 We need .... to help us chew.
9 We break down food in our ....
10 We chew food using our teeth, ... and jaw.

2 Read and match

1 Stomach acid
2 Our skin protects us from
3 Bones are hard, and they protect
4 Blood carries
5 There isn't a lot of oxygen
6 We use muscles when we

a the sun, as well as dirt and germs.
b oxygen and nutrients around the body.
c breaks down food in our stomach.
d soft organs such as our heart and lungs.
e chew food, to move our jaw.
f in our veins, because it is used in the body.

Review 1



1 Listen and check the correct picture

1 a ☐ b ☐
2 a ☐ b ☐
3 a ☐ b ☐
4 a ☐ b ☐

2 Read and complete

should	shouldn't

1 You .... eat a healthy lunch every day.

2 You .... wear a helmet when you ride a bike.

3 You .... eat candy every day.

4 You .... ride your skateboard on a road.

3 Write more advice for a healthy life. Use the ideas in the box

water soda ~~play outdoors~~ breakfast sugar
fruit and vegetables stay up late be positive

1 You should play outdoors.....

2 ....

3 ....

4 ....

5 ....

6 ....

7 ....

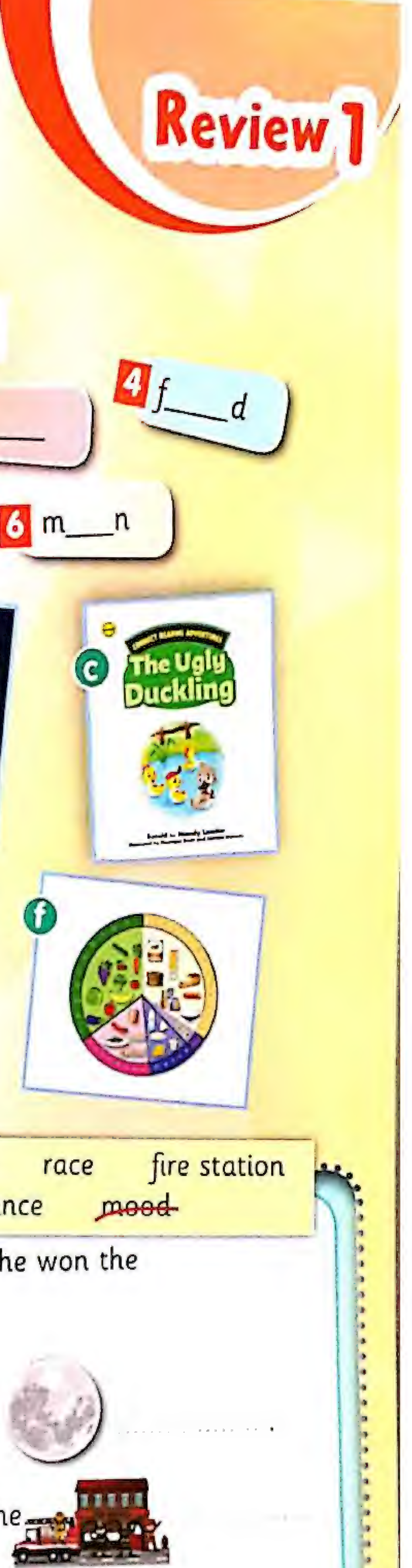
8 ....

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Phonics

1 Listen and complete. Match and say

1 c ity
2 nutri____
3 fic____
4 f____d
5 spa____e
6 m____n



2 Write and say

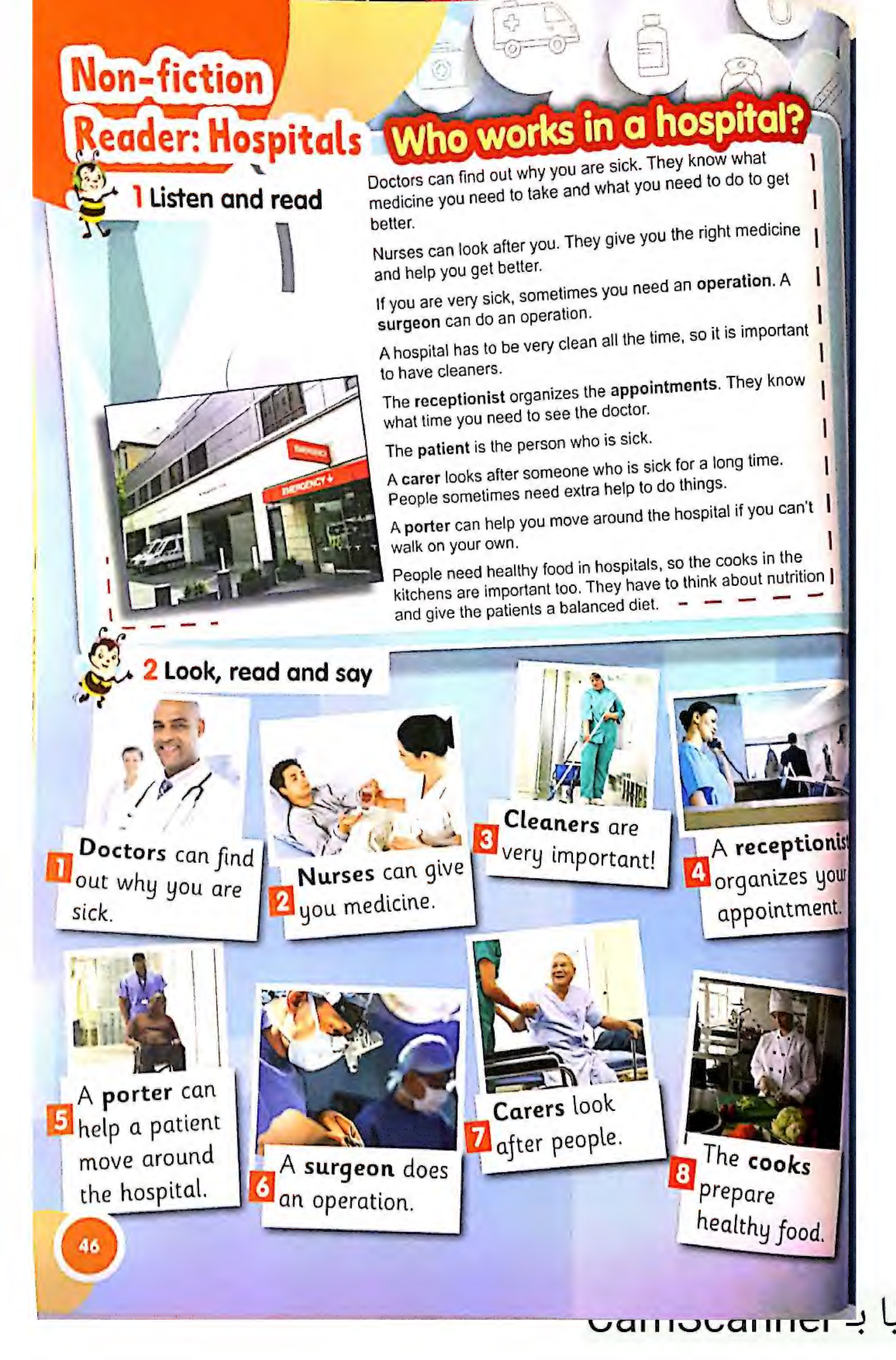
moon	citadel	race	fire station
pollution	distance	~~mood~~	

1 She's in a good mood because she won the ....

There's no .... on the ....

What is the .... between the .... and the .... ?

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Non-fiction Reader: Hospitals

Who works in a hospital?

1 Listen and read

Doctors can find out why you are sick. They know what medicine you need to take and what you need to do to get better.

Nurses can look after you. They give you the right medicine and help you get better.

If you are very sick, sometimes you need an **operation**. A **surgeon** can do an operation.

A hospital has to be very clean all the time, so it is important to have cleaners.

The **receptionist** organizes the **appointments**. They know what time you need to see the doctor.

The **patient** is the person who is sick.

A **carer** looks after someone who is sick for a long time. People sometimes need extra help to do things.

A **porter** can help you move around the hospital if you can't walk on your own.

People need healthy food in hospitals, so the cooks in the kitchens are important too. They have to think about nutrition and give the patients a balanced diet.

2 Look, read and say

1. **Doctors** can find out why you are sick.
2. **Nurses** can give you medicine.
3. **Cleaners** are very important!
4. A **receptionist** organizes your appointment.
5. A **porter** can help a patient move around the hospital.
6. A **surgeon** does an operation.
7. **Carers** look after people.
8. The **cooks** prepare healthy food.

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3 Listen and read

What happens when you go to hospital?



A doctor or nurse sometimes takes your **temperature**. If you are ill, you can be too hot or too cold. They use a **thermometer** to find out what your body temperature is.



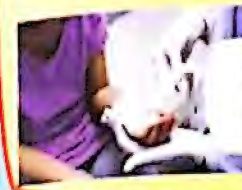
A doctor or nurse can measure your **blood pressure**, too. This shows how well your heart is pumping blood around your arteries. This can help them find out how healthy you are.



You can have an **X-ray** to find out if a bone is broken.



If you have an accident and break a bone, you can have a **cast** put on your arm or leg. You have to wear it for about six weeks!



If you injure a muscle, a nurse can put a **bandage** on. This will support your arm or leg so your muscle can get better.

4 Read again and choose

1 A **thermometer** measures …
a your blood pressure | b your temperature

2 Your **blood pressure** measures the health of your …
a heart | b bones

3 You have a **cast** if you …
a injure a muscle | b break a bone

4 A **bandage** …
a supports your arm or leg | b keeps you warm

5 Read again and answer the questions

1 What happens to your body temperature when you are ill?

....

2 How can you find out if your bone is broken?

....

3 How long do you have to wear a cast for?

....

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Non-fiction Reader

6 Read and complete

Health

1 When someone is very sick, this person can do an operation:
A surgeon ....
2 This person is sick: ....
3 You wear this when you break a bone:
....
4 This person organizes your appointment:
....
5 A doctor or nurse can check these two things:
....
6 This person can help you move around the hospital:
....

7 Read the diary. Answer

A patient's diary

I fell off my skateboard last week and I hurt my arm. My dad took me to the hospital.

The first person we saw was the receptionist. She told me to go to Room 11. I saw the doctor and she asked me what was wrong. I showed her my arm and she looked at it. She said I needed an X-ray. A porter took me to the X-ray room. The X-ray machine took a photo of the bones in my arm. It was a bit strange, but it didn't hurt.

The doctor looked at the pictures. She said my arm wasn't broken. A nurse put a special bandage on to support it so it can get better. I didn't have to stay in the hospital overnight.

My dad says I shouldn't go on my skateboard again for three weeks!

1 How did he hurt his arm? ....
2 Who did they see first? ....
3 What was a bit strange? ....
4 What did the nurse do? ....
5 What was his dad's advice? ....

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8 Imagine you have to go to hospital. Make notes

1 What did you hurt? ....
2 How did it happen? ....
3 Who took you to hospital? ....
4 Who did you see first? ....
5 What happened next? ....
6 Did you stay in hospital overnight? ....
7 Did you have a meal in the hospital? ....
8 Think about these words. Can you use any of them?

thermometer operation temperature blood pressure
cast X-ray bandage muscle bone

9 Write a diary about your visit to a hospital

Tip!
- *Write about the events of your day.*
- *Use "I" statements.*
- *Add some details.*

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Theme 2:
The world around me
(Taking care of our world)

Unit 4 In the wild

1 Look, listen and read



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Vocabulary

Unit 4

2 Look, listen and write

sloth cheetah ~~fennec fox~~ chimpanzee
sea lion macaw spider monkey cobra

1 ...fennec fox...
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....
8 ....

3 Ask and answer

What is number 5?

It's a ...

4 Play *Guess the animal*

I went to the wildlife park and I saw an animal. It was small. It had a tail.

Was it a spider monkey?

No. It had big ears.

Was it a fennec fox?

Yes, it was!

Vocabulary: *cheetah, chimpanzee, cobra, fennec fox, macaw, sea lion, sloth, spider monkey*

Vocabulary
Animal behavior



1 Listen and read

1 When we visit a wildlife park, we can learn how animals **behave** by watching what they do. In wildlife parks, animals live in places which are **close to** their natural habitat. But how do animals behave in **the wild**?
Animals live in habitats where they can get food and water, and live safely. Animals take **shelter** so they can stay warm, be safe from other animals, and protect their families.

2 
Lots of birds build **nests** in trees. They use grass, **sticks** and leaves.

3 
Other birds such as **owls** live in holes in trees. They don't make holes. They find them.

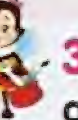


4 Foxes and rabbits dig **burrows** in the ground. They can take shelter here. They dig in earth or sand.


5 **Crayfish** live in rivers. They hide under rocks in the day time and come out to find food at night.


6 
Lions and cheetahs hunt other animals to eat. Sometimes it's difficult to get food.

7 Penguins gather in a large group, called a **colony**, to keep warm. Thousands of penguins can live together!



2 Read and complete

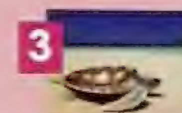
1 Some birds build ....nests...... in trees.
2 Owls live in .... in trees.
3 Rabbits and foxes dig .... to live in. They take .... in them.
4 Crayfish .... under rocks in rivers.
5 Lions and cheetahs .... and .... other animals.
6 Penguins .... in a colony to keep warm.

3 Find out! What do these animals do? Write and circle

turtles ~~squirrels~~ moles

1 
Squirrels dig a burrow / live in a hole.

2 
.... hunt / dig a burrow.

3 
.... build a nest / hide under rocks.

Vocabulary: *build nests, chase, dig burrows, gather, hide, hunt, live in holes, take shelter; crayfish, mole, squirrel*

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1 Listen, read and say



- Welcome to the Animal Show! Look! What do you know about this animal? What do elephants eat?
- Hmm. They're very big, but I don't think they eat meat. I think they might eat grass.
- Correct! Ok, next. Is the elephant the biggest animal in the world?
- Er, no. I don't think it is. I think blue whales might be the biggest animals in the world.
- Correct again. Last question. Elephants can swim, true or false?
- Well, they don't live near the sea, so I think they might not be able to swim.
- That's incorrect – elephants can swim in rivers very well!

2 Look at the picture and write sentences with *might/might not*



1 live in Africa ..It might live in Africa....
2 climb trees ....
3 eat grass ....
4 swim in rivers ....
5 build a nest ....

3 Read your answers again and work with your friend to check

4 Look and guess

How many eggs do you think there might be?
What do you think the bird might eat?
How long do you think the bird might stay on the nest?
What might happen next?

Language: *It might (live in Africa).*
It might not (swim).

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Reading

Understanding different habitats

polar habitat wetland
grassland desert ~~rainforest~~

1 Look, listen and write






1 rainforest 2 .... 3 .... 4 .... 5 ....



2 Read and think. Where do these animals live? Write *polar, wetland* or *rainforest*



3 Listen and check

A habitat is a place with a particular kind of climate and **landscape**. There are different habitats all over the world. They have different animals, plants, and non-living things.

Compare these three habitats:

In a **polar habitat**, there is snow and ice, and everything looks white. There aren't any trees, and the plants are small. Animals can take shelter in burrows.



There are rainforests in warm, **tropical** parts of the world. Lots of animals here live in the trees and they eat leaves and fruit. It is hot and wet, and the trees grow lots of fruit.



A **wetland** can be wet all the time. Wetlands can be near the sea or near a river. A **swamp** is a wetland where there are lots of trees. The tree roots can be in the water and animals hide in them.



1 An Arctic fox is white. It digs burrows in the ground. ....
2 A spider monkey eats fruit and lives in trees. ....
3 Crayfish often live in dark, warm water and take shelter in tree roots. ....
4 Macaws have beautiful colored feathers. They eat fruit and leaves. ....
5 Wolves have light colored fur. They eat rabbits and other animals that live on the ground. ....
6 Turtles eat plants and animals in the water and on land ....

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4 Look and read

There are different habitats around the world because of the different climate and conditions. Some parts of the world are cold, and some are hot.

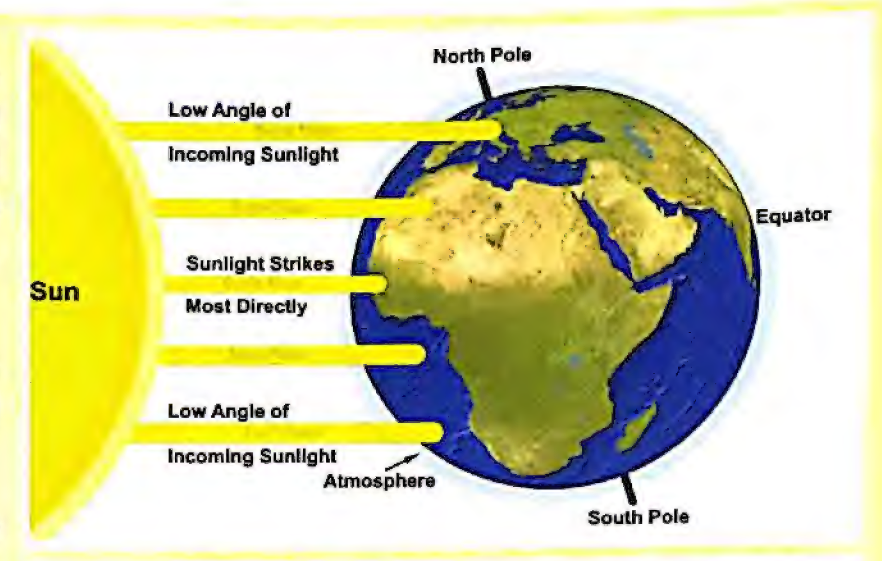
Equator – this is an imaginary line all around the middle of the Earth.

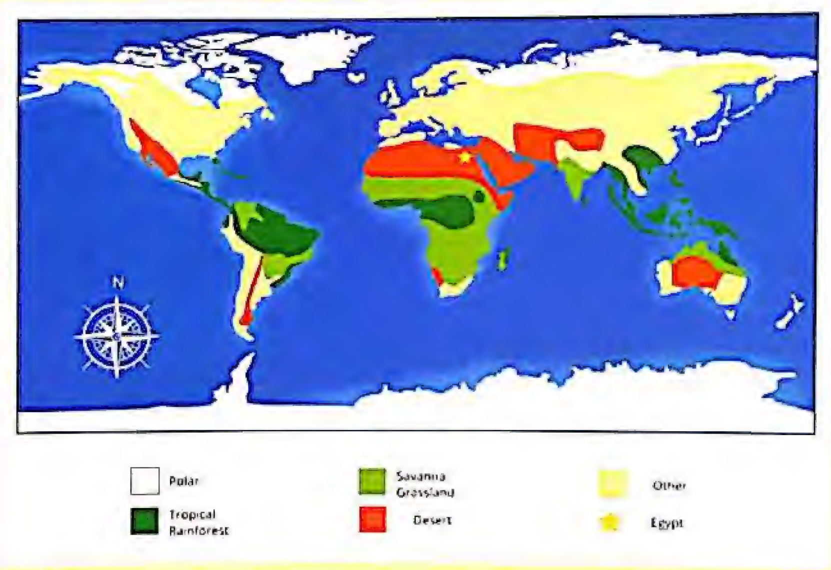
North Pole – this is the point at the farthest north of the world.

South Pole – this is the point at the farthest south of the world.

The equator gets the most sunshine. It is hot here for all 12 months of the year. The North and South Pole don't get a lot of sunshine. It is very cold in these parts of the world.

We can see the different habitats on a map of the world.







5 Ask and answer

1 Why is the equator the hottest part of the world?
2 Why are the North and South Poles colder?
3 What habitats can you find near the equator?
4 What habitats do you know in Egypt?

Vocabulary: *desert, grassland, polar, rainforest, wetland; equator, North Pole, South Pole*


Learn sounds with Busy Bee!
-nd -nt -mp
1 Listen, point and say
-mp
swamp
-nt
tent
-nd
grassland
2 Listen. Underline the mp, nt and nd endings
1
hunt
2
wetland
3
camp
3 Listen and say
Can I camp in a wetland?
No! Don't put a tent in a swamp!
Can I camp in a grassland?
No! Cheetahs hunt in the grassland.
Phonics: the -nd, -nt, and -mp sounds
abcdefghijklmnopqrstuvwxyz
58



Unit 4



1 Listen and read

Inside the rainforest

A rainforest is an amazing habitat. There are many different plants, trees, animals, insects and birds. It rains a lot, and it is very hot. This makes it **humid**.

All parts of the rainforest **support** each other. This is called an **'ecosystem'**.

There are four layers in a rainforest:

1. The top layer is called the **'emergent layer'**. This is the top of the trees. Not many animals live here – there are birds (such as macaws), spiders, butterflies and some small monkeys.
2. The **canopy layer** is under the top layer. There is shelter and lots of food such as fruit and nuts here. Lots of animals live in the canopy layer, including sloths, monkeys and birds.
3. The **understory layer** is under the canopy. There isn't a lot of sun here, so it's dark and humid. Rain falls down through the layers above, but there isn't a lot of sun. There are lots of insects, lizards and frogs. Other larger animals hunt for food in the understory layer.
4. On the **forest floor**, it is very dark. Very little sunlight can get through the trees. Snakes crawl on the rainforest floor. Because it's dark, plants here need to have big leaves so they can get sunlight.

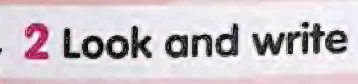


....

....

....

....



2 Look and write

understory   emergent   forest floor   canopy

3 Read again and check (✓) or cross (✗)

1 Sloths live in the emergent layer. ......
2 There aren't a lot of animals in the emergent layer. ......
3 There are lots of things to eat in the canopy layer. ......
4 Not many animals live in the canopy layer. ......
5 It is dark in the understory layer. ......
6 Plants on the forest floor have small leaves. ......

Think!

What can you hear in a rainforest?

What can you see?

What can you touch?

What can you smell?

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1 Look and read

Changes to habitats

Animals and plants live together in balance in different habitats. But what happens when things change? There are lots of reasons for change.

Human activity

Deforestation People cut down forests and rainforests to use the trees, or to make land for farming. This destroys the habitats of hundreds of animals, birds and plants.





Pollution
Pollution can be on land, in water, or in the air. People leave garbage on the land and in rivers and seas. We put chemicals in rivers and seas, and damage the air with machines and fires.



Building
New buildings for homes, offices and factories can destroy habitats. They can be good for people, but bad for the animals that lose their homes.



Natural disasters

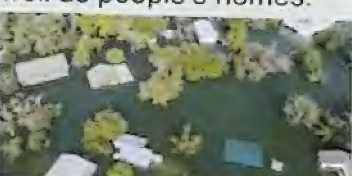
Volcanoes
When a volcano erupts, ash falls to the ground and covers it. In the short term, plants can't grow. The ash pollutes the air.





Drought When there isn't enough rain, the ground is dry and plants can't grow. Animals can't find water to drink. Farmers can't grow food.

Flood In a flood, there is an overflow of water to land that is usually dry. This can happen in heavy rain or a storm. Floods can destroy natural habitats as well as people's homes.





Fire
Fires can happen in forests or grassland. Fire can destroy many habitats very quickly. The smoke pollutes the air.

2 Read again and write

1 making land, water or air dirty ....
2 destroying habitats to make homes or offices ....
3 ash from these can cover the ground ....
4 cutting down trees ....
5 when water covers the land ....
6 this can destroy a habitat quickly ....
7 when there isn't enough water ....



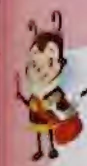
3 Ask and answer

Do you know of any human activity that damages the environment?

Do you know of any natural disasters near you?



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4 Read these positive effects of change. Match them to three of the natural disasters

Water can bring new nutrients to the land. This helps plants to grow in the future.	There are minerals in the ash which are good for the soil. The soil will be healthier after some time.	Dead trees and leaves on the forest floor can be burned. This puts important nutrients into the soil.
....	....	....



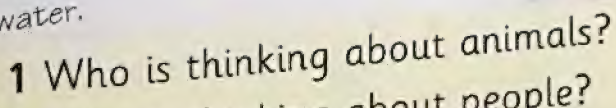
5 Read and answer

Seleem

I don't think we should build twenty new homes next to the lake on the edge of our town. The lake is a habitat for lots of wildlife. There are birds, fish, insects, snakes and frogs. There are lots of different trees and plants. It is also a beautiful place for people to visit and relax. The new homes will destroy this habitat. The machines will pollute the air and the water.

Adam

I think it is a good idea to build the new homes. People need homes to live in. The city is crowded with too many houses. It will make jobs for lots of people. We can plant new trees after they build the homes. The animals will find somewhere else to live. It will be a beautiful place for people to live in.



1 Who is thinking about animals?
2 Who is thinking about people?
3 Do you agree with one or both of them?



6 Read. What do you think? Write your answer

We plan to cut down part of the forest to make a new farm. We need more land to keep animals, so we can make more food.

....
....
....



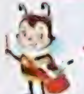
Vocabulary: *ash, building, deforestation, volcano, drought, fire, flood, pollution*

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Project: Make a rainforest

You will need:





1 Think and plan

What are the four layers of a rainforest? How are they different? What can you find in each layer? Make a list.



2 Look and find

Paint the inside of your box. Decide what you will put in your rainforest. You can make trees, plants and animals.



3 Make your rainforest

Build and stick





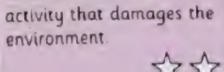
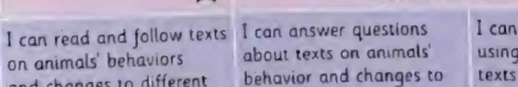
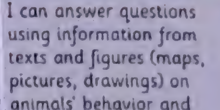
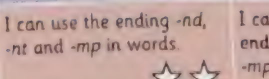
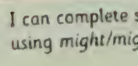
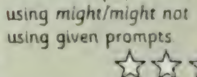
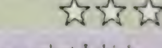
Show and tell

1 Show and tell



Self Assessment

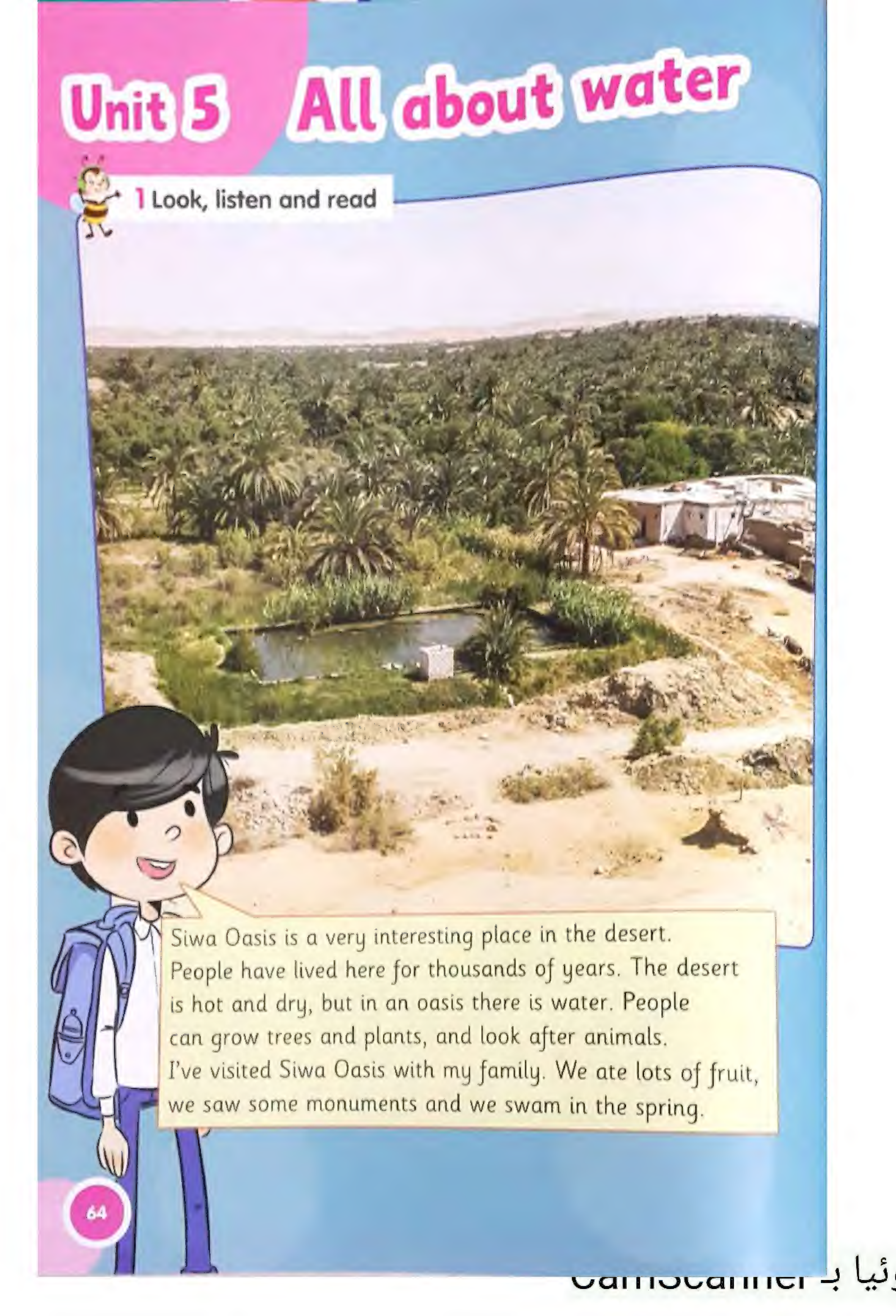
Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Speaking 	I can ask and answer about a natural disaster or a human activity that damages the environment. ☆	I can talk about a natural disaster or a human activity that damages the environment.   ☆☆	I can talk about a natural disaster or a human activity that affects the environment at my place. ☆☆☆
Reading 	I can read and follow texts on animals' behaviors and changes to different habitats. ☆	I can answer questions about texts on animals' behavior and changes to habitats.  ☆☆	I can answer questions using information from texts and figures (maps, pictures, drawings) on animals' behavior and changes to habitats.  ☆☆☆
Phonics -nd -nt -mp	I can recognize words ending with *-nd*, *-nt* and *-mp*. ☆	I can use the ending *-nd*, *-nt* and *-mp* in words.  ☆☆	I can find other words ending with *-nd*, *-nt* and *-mp*. ☆☆☆
Language use	I can ask and answer questions using *might/might not*. ☆	I can complete sentences using *might/might not*.   ☆☆	I can make predictions using *might/might not* using given prompts.   ☆☆☆
Life skills and values	I can identify the negative sides of a natural disaster or a human activity. ☆	I can recognize the positive and negative sides of a natural disaster or a human activity.  ☆☆	I can say what I think of a natural or a human activity (negative and positive sides), and give reasons.  ☆☆☆
Project	I can work with my group to plan and make a rainforest model. ☆	I can work with my group to plan, make and talk about a rainforest model.   ☆☆	I can work with my group to talk about a rainforest model and suggest ideas for making it better.  ☆☆☆

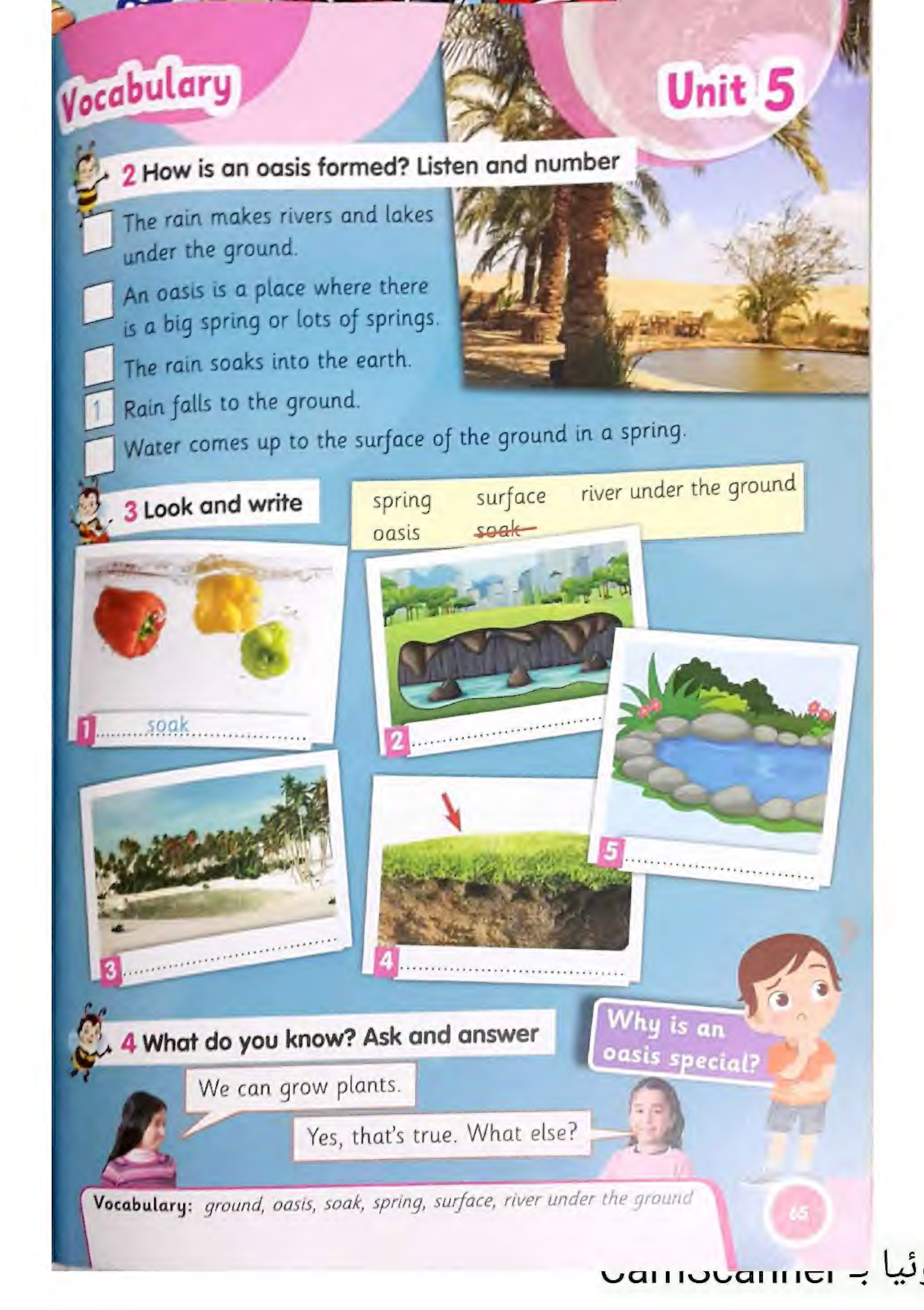
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Unit 5 All about water

1 Look, listen and read



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Vocabulary

Unit 5

2 How is an oasis formed? Listen and number

- [ ] The rain makes rivers and lakes under the ground.
- [ ] An oasis is a place where there is a big spring or lots of springs.
- [ ] The rain soaks into the earth.
- [1] Rain falls to the ground.
- [ ] Water comes up to the surface of the ground in a spring.

3 Look and write

spring surface river under the ground oasis ~~soak~~

1 ......soak......

2 ....

3 ....

4 ....

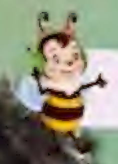
5 ....

4 What do you know? Ask and answer

Vocabulary: *ground, oasis, soak, spring, surface, river under the ground*

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Reading What plants can we see at an oasis?



1 Listen and read

There are many different plants and trees at an oasis. They make the oasis a special place. The desert is hot, and the trees and plants give people food, medicine, and **shade**.

Farmers grow tall date palm trees. They can sell dates in Egypt and all over the world. We can cook with dates or eat them whole. People also use the leaves of date palm trees to make baskets.

Olive trees grow here as well. People eat olives, cook with olives, and make olive oil. Olives are very good for you. The wood from the olive tree is hard, and we can make useful things from it such as bowls and spoons.



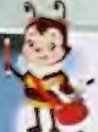
Acacia trees are old and very special. They provide shelter for people and animals. They protect the oasis from **sandstorms**.

Tamarisk trees also protect the oasis from sandstorms. They are smaller than acacia trees and they have pretty pink flowers.



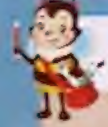
People can grow **spearmint** in an oasis. This is a **herb**. It can be a medicine, or you can put it in food or drink.

Basil is another herb. It is very good for you. It has lots of vitamins and minerals in it, and you can make medicine from its oil. It's delicious in food, too!



2 Read again and match

1 olive tree	a you can put this herb in food or drink
2 acacia tree	b these small trees protect the oasis from sandstorms
3 date palm tree	c you can get hard wood from this tree
4 spearmint	d you can make baskets with the leaves of this tree
5 tamarisk	e this herb has vitamins and minerals in it
6 basil	f this special tree gives lots of shade



3 Write

shade   medicine   food   baskets   protection

At an oasis, there are lots of springs of fresh water. Trees and plants can grow, and we can use these in different ways. We can grow **1** .... to eat. We can take shelter from the sun in their **2** .... We can make **3** .... for people who are sick. We can make **4** .... from the leaves of trees and plants. The trees also give us **5** .... from storms in the desert. An oasis is a very special place!

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Language use



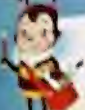
1 Listen, read and say











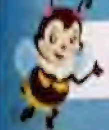
2 Read and circle



1 I **have / has** never eaten dates.
2 He **have / has** taken photos of the oasis.
3 You **have / has** walked in the desert.
4 They have **visit / visited** Cairo.
5 We've never **see / seen** a snake.
6 She hasn't **tried / try** swimming in a lake.

3 Read and complete using has/have

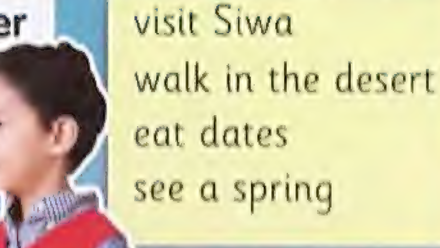
1 She has climbed (climb) a tree.
2 I ....(never try) coffee.
3 We .... (see) a big lake.
4 ....(you / visit) Siwa? Yes, I ....
5 .... (they / make) olive oil? No, they ....



4 What have you done? Ask and answer

Have you ever visited Siwa?

No, I haven't. Have you ...?



visit Siwa
walk in the desert
eat dates
see a spring

Language: *He's climbed a mountain.*
I've never eaten olives
Have you ever visited an oasis? Yes, I have. / No, I haven't.

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Life skills and values



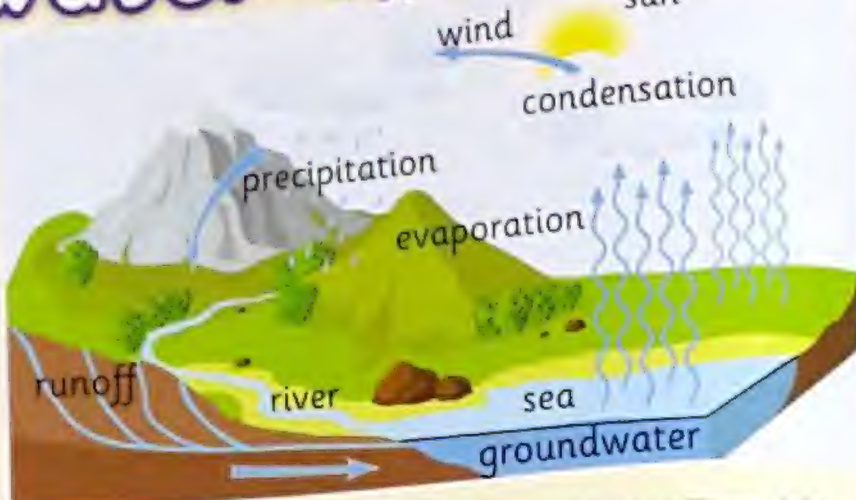
1 Listen and read. Where does water travel from and to?

The water cycle

Where does water come from? Water travels from the land to the sea, in a process called the **Water Cycle**.

These are the stages.

Evaporation Let's start on the ground. Heat from the sun makes water in the sea, in lakes, and in rivers start to evaporate. The water turns into vapor. This vapor rises up into the atmosphere.



Condensation As the air rises, it starts to cool. This makes the water vapor condense into drops of water. These join together to make clouds.

Precipitation Wind moves the clouds in the sky. The clouds get bigger and heavier. Precipitation is when water falls from the clouds as rain, snow, or hail.

When rain falls on high ground, it runs down mountains and hills as rivers. This is **runoff**. The rivers start small and narrow. They get deeper and wider as they gather more water. Rivers run to the sea, and the cycle starts again with evaporation.

Some water soaks into the ground. This is **groundwater**. It flows into rivers and lakes that are under the ground. These can come back to the surface as a spring. A spring can become a river or a lake. The water evaporates, and the cycle starts again.

Think!

What does the word *cycle* mean? What word is it similar to? Why is this similar to *bicycle*?

2 Complete the sentences with the bold words from the text

1 Precipitation is when water falls from clouds as rain.

2 Water that lands on the ground and travels in rivers is called ....

3 Some water soaks into the ground as ....

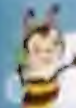
4 The sun causes .... of water from the surface of rivers and the sea

5 .... happens as water vapor rises and gets cooler.

6 The whole process is called ....

Vocabulary: *condensation, cycle, evaporation, groundwater, precipitation, runoff*

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1 Listen and read. What are the different types of water?

Rivers, Seas, and Oceans



There are two types of liquid water – fresh water and salt water. Rivers and lakes have fresh water in them. The water comes from precipitation and springs.

Seas and oceans have salt water in them, because rain washes minerals from the land and from rocks. These minerals go into the sea in runoff water.

Rivers don't have salt water because the rain keeps fresh water moving through them.

2 Look and read. What can the children see in the experiments?



We've done an experiment in our science class. We put salt water in one beaker, and fresh water in another beaker. We heated the water in the beakers. Look what has happened!



The water has evaporated and we can see the salt.



The water has evaporated. The beaker is empty.

3 Read the water facts. Match and say

1 The Dead Sea is a small sea, and it is surrounded by land. The water here has a lot of salt in it. Because of the salt, you can float in the Dead Sea!

2 The water in an oasis is fresh. It comes from lakes and rivers that are under the ground.

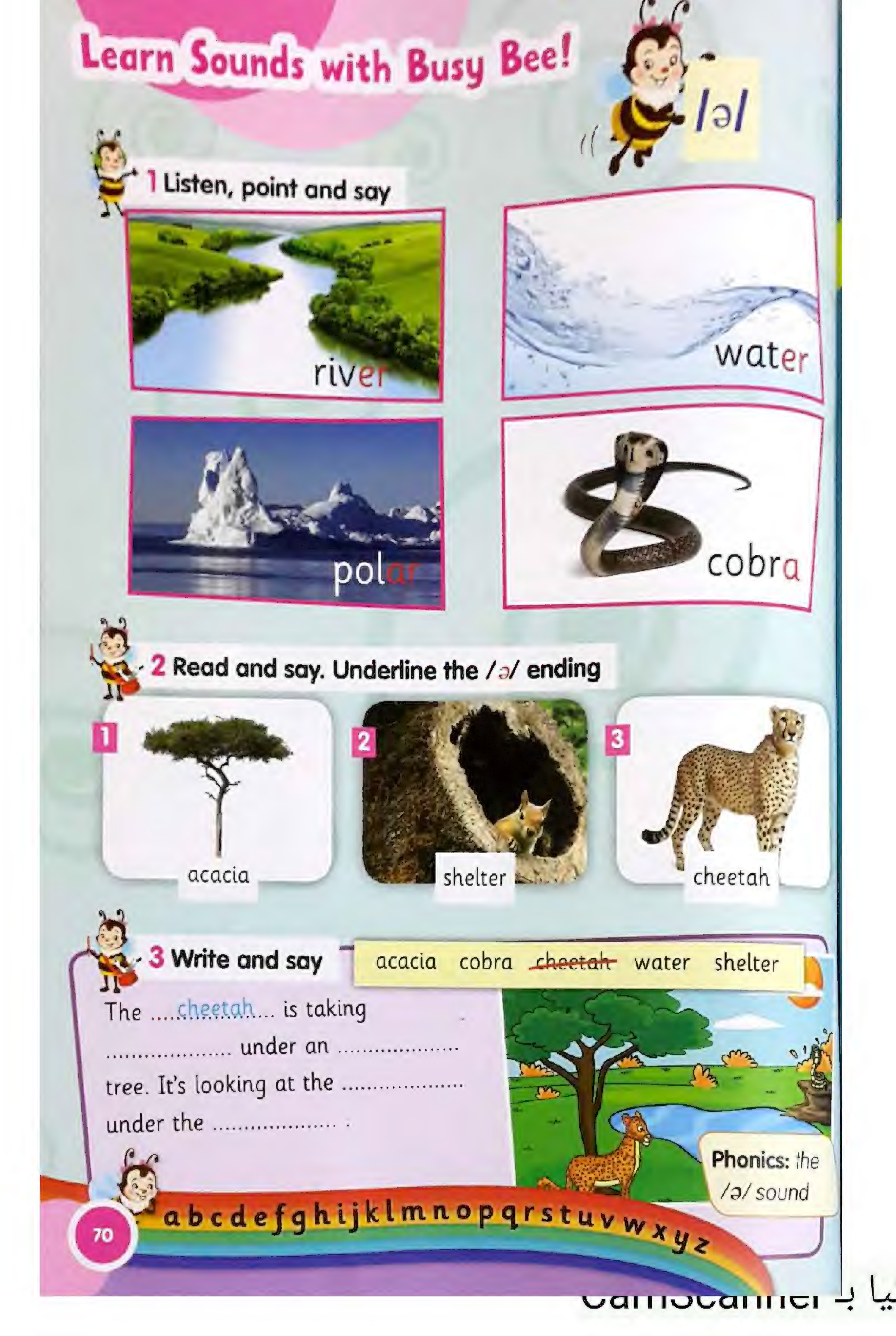
3 Ice is frozen water. In polar regions, when ice is formed from salt water, the salt is squeezed out and only the water freezes. This means the ice isn't salty - you can melt the water and drink it!

a 

b 

c 

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Learn Sounds with Busy Bee!

/ə/

1 Listen, point and say

river

water

polar

cobra

2 Read and say. Underline the /ə/ ending

1 acacia

2 shelter

3 cheetah

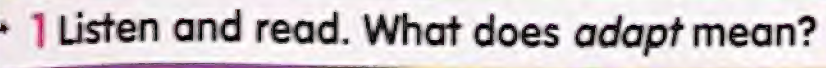
3 Write and say

acacia   cobra   ~~cheetah~~   water   shelter

The ....cheetah.... is taking .... under an .... tree. It's looking at the .... under the ....

Phonics: *the /ə/ sound*

a b c d e f g h i j k l m n o p q r s t u v w x y z



1 Listen and read. What does *adapt* mean?

Plants and animals

Plants and animals **adapt** to their habitat. This means that they change the way they behave in order to survive in their habitat. We know that plants need water to grow, and animals need to drink water to live. But some plants and animals live in the desert. How?

Cactus plants have adapted to survive in the desert. Their roots are close to the surface and they spread out a long way in the ground. They can catch a lot of rainwater when it does fall.

Inside a cactus, there are **hollow** tubes. These can hold water and store it for many years. A cactus plant has thick skin, so the water inside the tubes can't evaporate. They have **spines** to protect them. These stop animals drinking the water inside the cactus.

hollow tube

roots

Camels have **adapted** to survive very well in the desert. They can drink enough water to **last for** a week. They don't often sweat, so they don't lose water. They can store fat and nutrients in their **hump**, so they don't have to eat for months.

They have wide **hooves**, so it is easier to walk on sand. They have hair around their eyes, ears and nose to keep the sand out.

The desert is hot in the day, but very cold at night. They have thick fur to keep them warm at night.

2 Read again and write *T* (true) or *F* (false)

1 The roots of a cactus are deep in the ground. ....

2 A cactus can hold water for years. ....

3 The spines of a cactus help animals find water. ....

4 Camels sweat a lot to stay cool. ....

5 A camel's hump can store fat and nutrients. ....

6 A camel has wide hooves to keep it warm at night. ....

3 Listen to how these plants and animals have adapted to living in a wetland. Circle the correct word

1 Lots of plants in a swamp are under the **ground / water**.

2 Some plants have hollow **stems / spines**.

3 Animals use camouflage for **shelter / protection**.

4 Crocodiles can hide with their **eyes and tail / eyes and nose** above the water.





Vocabulary: *cactus, hooves, hump, spine, tube*

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Skills

1 Read and match

1 desert
2 tropical zone
3 wetland
4 polar zone
5 temperate zone

a There is a lot of rain here for most of the year.
b There is water on the ground here.
c The water here is ice.
d There is a lot of rain in fall and winter, but there is less in spring and summer.
e It doesn't often rain here.

2 Where do you think it is important to save water? Look at Exercise 1 and write

....

....

3 Ask and answer

What problems can we have if there isn't a lot of rain?

What problems can we have if there is too much rain?

4 Write your ideas from Exercise 3

When there isn't a lot of rain, ...

This can lead to problems such as ....

When there is too much rain, ...

This can lead to problems such as ....

5 Read the text. Find out

Did you know?

Some countries have four seasons: spring, summer, fall, and winter. It might rain a lot in fall and winter, and not as much in spring and summer. These are countries farther away from the equator, in the temperate zones.

Some countries have two seasons - the wet season and the dry season. These are countries closer to the equator, in tropical zones. It rains a lot for six months, then there is less rain for six months.

1 Is Brazil in a tropical zone or a temperate zone?
2 Is New Zealand in a tropical zone or a temperate zone?

Vocabulary: *temperate, tropical*

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CLIL: Science

Rainfall around the world

1 Read the text. Listen and complete the table

Different countries around the world have different amounts of rain. We measure this in millimeters (mm) per year.

	Rainfall (mm per year)
Egypt	
Atacama Desert, Chile	
Colombia	
Australia	
The United Kingdom	

Tip!

Look at your ruler. How many millimeters are there in a centimeter?

Remember!

We say 352 three hundred and fifty-two
3522 three thousand, five hundred and twenty-two.

Practice saying these numbers: 4,480 2,340 508 421

2 Look at the map. Find and point to the countries from Exercise 1

3 Look. Find these countries on the map. Ask and answer

New Zealand 1,732 mm/year

Sudan 250 mm/year

Bangladesh 2,666 mm/year

Spain 636 mm/year

Brazil 1,761 mm/year

Saudi Arabia 59 mm/year

How much rainfall does Sudan have a year?

It has 250 millimeters a year.

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Project: Make a water cycle

You will need:



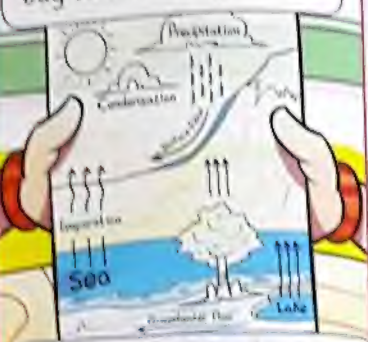
1 Follow the steps

1. Draw the sea, the sun, and clouds on the plastic wallet in marker pen.



2. Add arrows and labels for evaporation, condensation, and precipitation.

3. Put some water in the bag to the line of the sea.



4. Put some blue food coloring in the water. Close the wallet with sticky tape.

2 Make



5. Stick the wallet to the window.

Show and tell



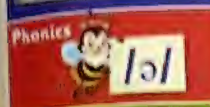
1 Tell your class about your water cycle



Language: *This is my water cycle*

Self Assessment

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Speaking 	I can say a few sentences about the water cycle	I can talk about the water cycle, types and amounts of rain in different climate zones using short sentences.	I can talk about the water cycle, types and amounts of rain in different climate zones using short sentences, giving more details and examples.
Reading 	I can read and follow texts about water formation, types of fresh water and amounts of rain in different places around the world.	I can complete texts about the water cycle, and about types of fresh water and amounts of rain around the world	I can answer questions on texts about the water cycle, and about types of fresh water and amounts of rain around the world.
Phonics 	I can recognize words with the /ə/ ending	I can use words with the /ə/ ending.	I can find other words with the /ə/ ending
Language use 	I can read sentences that talk about past actions using *has/have* + past participle.	I can use *has/have* + past participle to describe past actions or experiences	I can use *has/have* + past participle to ask and answer about past actions or experiences
Life skills 	I can follow the processes related to water: water cycle, plants and animals adaptation to water amount, and the different amounts of rain based on climate zone	I can use maps, cycles and pictures to get more information about processes related to water.	I can explain some processes related to water, the water cycle, plants and animals' adaptation to water, and amounts of rain in different climates.
Project 	I work with my group to plan and make a water cycle.	I work with my group to plan, make and write sentences that describe a water cycle.	I work with my group to plan, make, improve, and talk about a water cycle

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Unit 6 What is a flood?

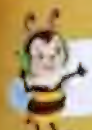
1 Look, listen and read



In 2020, there was a lot of rain, as well as thunderstorms and lightning. The airport in Luxor and the ports in Alexandria and Sharm el-Sheikh were closed.

Yes, that's right. A lot of rain fell in a very short time. There was too much water, and the streets and buildings in Cairo and other places flooded.

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Vocabulary

1 Listen and write. Say

dam barrier pump drain canal sandbags ~~pipes~~


1 ....pipes....


2 ....


3 ....


4 ....


5 ....

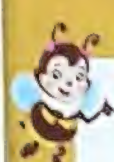

6 ....


7 ....



2 Read and circle

1. People put **sandbags / canals** in front of houses and buildings to keep water out.
2. A **dam / drain** stops the flow of water in a river.
3. Water on the surface of streets can go down a **drain / barrier**.
4. Water moves in **pipes / sandbags** under the ground or above the ground.
5. You can use a **dam / pump** to take water out of a building in a flood.
6. A **pump / canal** is a river that people build, so they can move water to where they need it.
7. In a flood, people can put up a **pipe / barrier** to stop water in the street.

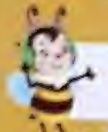


3 Look, think and answer



Vocabulary: *barrier, canal, dam, drain, pipe, pump, sandbag*

Language use



1 Listen, read and say



There is **too much** water.



There are **too many** cars.



There **isn't enough** water.



There **aren't enough** trees.

2 Look, read, and circle a or b



a There are too many pencils.
b There aren't enough pencils.



a There are too many rulers.
b There aren't enough rulers.



a There isn't enough water.
b There is too much water.



a There is too much paper.
b There isn't enough paper.



3 Look and say



cups water pencils paper rulers

There aren't enough cups.

Language: *There is too much (water). There isn't enough (water). There are too many (rulers). There aren't enough (rulers).*

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1 Listen and read

When there are floods, there can be big problems. Flood water can **ruin** homes, shops, and offices. It can **wash away** roads or make bridges and homes **collapse**. It's important for engineers and scientists to find ways to **protect** everyone from floods.
Meteorologists are people who study the weather. They can watch what is happening and predict when floods will start. They can **warn** people to put up barriers or use sandbags to keep their homes safe. They can send these warnings on cell phones, so everyone gets them quickly.
We can **install** new technology such as more powerful pumps to remove the water. We can keep drains clear and in good condition so water can move away quickly.
When it rains a lot in a short time, there is a risk of flooding. If we are prepared for this, we can **minimize** the dangerous effects of flooding.

2 Read again and match

1 ruin
2 wash away
3 collapse
4 protect
5 predict
6 warn
7 install
8 minimize

a to say what might happen in the future
b to put something in
c to damage or destroy something
d to make something smaller or less
e to keep something safe
f to carry something away with water
g to fall down
h to tell people that something bad will happen, so they can prepare

3 Complete the table

~~ruin~~ predict wash away protect warn install minimize collapse

Negative effects of flooding	Positive things we can do
1 ....ruin........	1 ....
2	2 ....
3	3 ....
	4 ....
	5 ....



4 Make sentences with the verbs in Exercise 3. Say

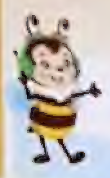
Meteorologists can warn people about floods.



Barriers can protect buildings.

Vocabulary: *collapse, install, minimize, predict, protect, ruin, warn, wash away*

Life Skills and Values



1 Listen and read the interview

Lara is an **emergency responder**. When there is a flood, she is one of the first people to **rescue** the other citizens from the flood water.

Interviewer Can you describe what an emergency responder is?

Lara Yes, of course. **I volunteer** to help my community when there is an emergency. We aren't the police, or firefighters, but we are trained to help them do their jobs. We can get to a place quickly, do first aid, and rescue people from floods.

Interviewer Do you enjoy being an emergency responder?

Lara Yes, I do. I like helping people and we do lots of different things.

Interviewer Is it a scary thing to do?

Lara Well, sometimes it is, but then I think that other people will be scared as well, so I focus on how I can help them.

Interviewer What do you do when there is a flood?

Lara We know it might be dangerous when there is very heavy rainfall. So, my team are ready to help people quickly. Our job is to help people who are sick or injured.

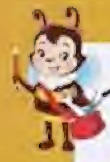
Interviewer How do you travel around the city?

Lara We have small boats, so we can go to different houses and help people who are **stuck** in their homes.

Interviewer Are people pleased to see you?

Lara Yes, they are! That's one of the things I love about volunteering – you can make people very happy!

Interviewer Thank you, Lara.



2 Read again and check two correct sentences

1 Lara is a police officer.

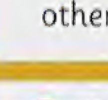
2 Lara can rescue people from floods.

3 Lara says she is never scared.

4 Lara's team helps people quickly.

Look!

When you **volunteer**, you work to help other people without getting paid.



3 Find words in the text that mean ...

1 take someone out of a dangerous place

....

2 frightening ....

3 a lot of (rainfall) ....

4 people who need help (two words)

....



4 Read and circle two correct words for each person. Use a dictionary for help



Sara tells a lot of jokes and makes people laugh, but she also likes telling people what to do! She sometimes tells her friend's secrets to other people.

funny loyal bossy



Fares often thinks about saving others. He likes sharing things. He's a very good communicator.

brave sociable mean



Nesma doesn't worry or get excited about things. She likes helping other people and she is a good friend. She likes giving people presents.

calm generous moody



Wael works very well in a team. He speaks nicely to everyone and behaves well. He works very hard.

lazy polite cooperative



Adam is sensible and can look after other people. He is kind and he isn't scared in dangerous situations.

responsible cowardly caring



5 Write the words from Exercise 4 in the correct column

Negative	Positive
bossy	funny



6 Which words can you use to describe people who volunteer to help others? Why?





Vocabulary: *bossy, brave, calm, caring, cooperative, cowardly, funny, generous, lazy, mean, moody, polite, responsible, selfish, wise*

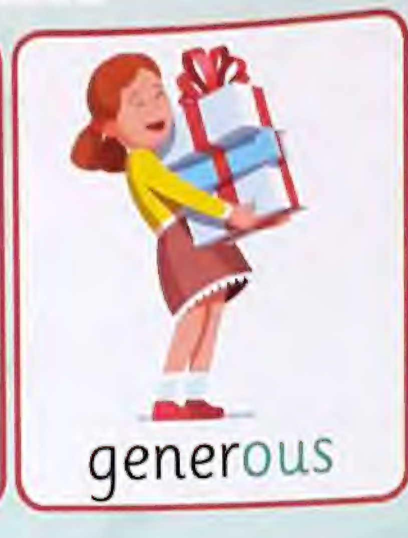
Learn Sounds with Busy Bee!



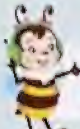


1 Listen, point and say







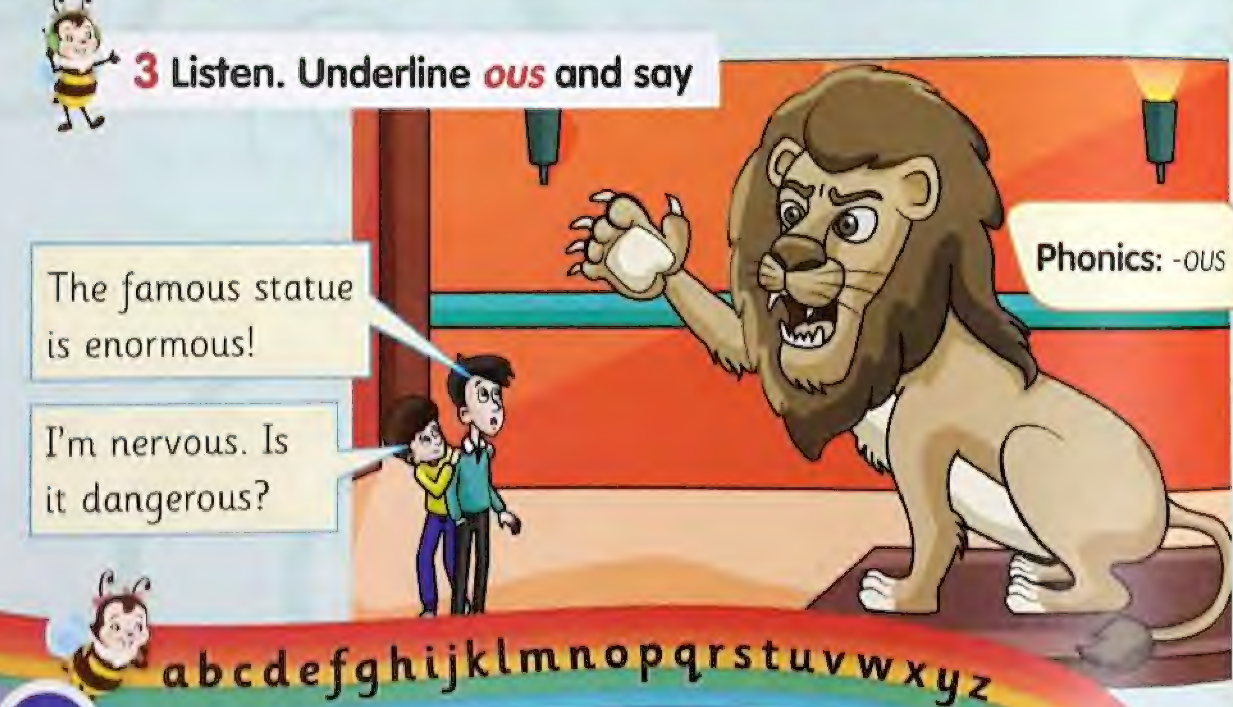


2 Listen and say. Underline *ous*

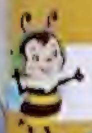




3 Listen. Underline *ous* and say



a b c d e f g h i j k l m n o p q r s t u v w x y z



Reading

Unit 6

1 Look, listen and read

Farming in dry areas

We all know that plants need sunlight, food, and water. So how do people grow food in the desert, when there isn't enough water?

Old and new irrigation

Farmers in dry countries need to water their crops. There isn't enough rainfall to give the crops all the water they need so they use **irrigation**. This means bringing water in through pipes, from **wells**, canals, or other sources of water. Farmers also use **pumps** to move water from rivers or wells to the fields. Ancient Egyptians used irrigation in the past, and people still need it today. Irrigation systems have changed over time and now they can carry more water.

The problem with modern irrigation is that it can take too much water out of rivers, lakes, and springs.

Drip, flood and spray

There are different ways to irrigate a field. **Flood irrigation** covers a whole field in water. Or there are systems that spray water across a field. Both these types can waste water. The best way is **drip irrigation**. This is where water drips onto the plants through holes in the pipes. The water only goes onto the plant, where it is needed, not into the ground. And water isn't lost to evaporation.

Hydroponic farming

A new way of farming in dry countries is **hydroponic farming**. This is a modern technology that is useful in dry countries. It uses only water, not soil, to grow plants. The special water contains the minerals that the plant needs. This system uses a lot less water than traditional farming. Farmers can start a hydroponic farm anywhere – it doesn't have to be on land that is good for traditional farming. Is this what all farms will look like in the future?

2 Read and answer

1 Where do farmers get water from for irrigation?

....

2 What can farmers use to move water out of rivers or wells?

....

3 What is the problem with modern irrigation?

....

4 Can you think of places for hydroponic farming?

....



3 Read and check two true sentences

1 Hydroponic farming is good for countries that have too much water. ☐

2 Hydroponic farming uses special soil. ☐

3 There are minerals in the water in a hydroponic farm. ☐

4 A hydroponic farm doesn't have to be on farming land. ☐

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1 Look and read

Water Engineering

In the past ...



a waterwheel

Waterwheels used the energy of running water to move machines. The wheel is in a river, and the water makes it go round. The oldest picture of a waterwheel is from Egypt over 2,500 years ago! People have used waterwheels to help with irrigation and drinking water for a long time. They are very important today, too. Fayoum has more than 200 waterwheels.



an aqueduct

People built **aqueducts** in the past to move water from wells or rivers into cities. The aqueduct of Cairo took water from the Nile to the Citadel of Cairo. The water ran from a well into a canal on top of a wall. Later, people built a tall tower with a well inside it. Water could move up inside the tower with six waterwheels. They used oxen to make the wheels go round. When water got to the top of the tower, it could go down the aqueduct to the citadel because of gravity.

People built aqueducts in ancient Greece and ancient Rome as well. They could move water from high up in the mountains, to cities where people needed it.

Today ...



High Dam

ancient temples Abu Simbel

The High Dam is famous because it is one of the largest dams in the world. When the Nile flooded in the past, too much water went onto the land. Now, the dam can control the water and stop flooding. The dam stops the water in the River Nile and makes Lake Nasser. This helps to provide Egypt with enough water. The moving water turns a **turbine** to make **hydroelectric** power, so the dam gives us electricity, too. A turbine turns round, just like a wheel does.

When people built the dam, they had to move the ancient monuments at Abu Simbel to higher ground!



desalination

Desalination means taking the salt out of sea water to get fresh water. It is useful in countries which don't have a lot of water. It can be expensive and use a lot of energy, but engineers are developing new technologies that use less energy and cost less money. In the future, people will get more fresh water from desalination.

Vocabulary: *aqueduct, dam, desalination, turbine, waterwheel, hydroelectric*

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2 Read again and write T (True) or F (False)

1 Waterwheels use water in lakes. ....
2 Waterwheels can help with irrigation. ....
3 An aqueduct moves water from a high place to a lower place. ....
4 The water in an aqueduct runs in a canal under a wall. ....
5 The High Dam created Lake Nasser. ....
6 The dam uses moving water to make electricity. ....
7 Desalination is useful in countries with lots of water. ....
8 Desalination doesn't cost a lot of money at the moment. ....

3 Read again and cover. Ask and answer

Student A

1 How old is the oldest picture of a waterwheel?
2 How many waterwheels can you see in Fayoum?
3 How many waterwheels were inside the tower for the Cairo aqueduct?
4 Why does water go down from the top of the tower?

Student B

1 Why is the High Dam famous?
2 Where did the monuments at Abu Simbel move to?
3 What do we have to take out of sea water?
4 Does desalination use a lot of energy or not very much?

4 Read the notes and write a paragraph

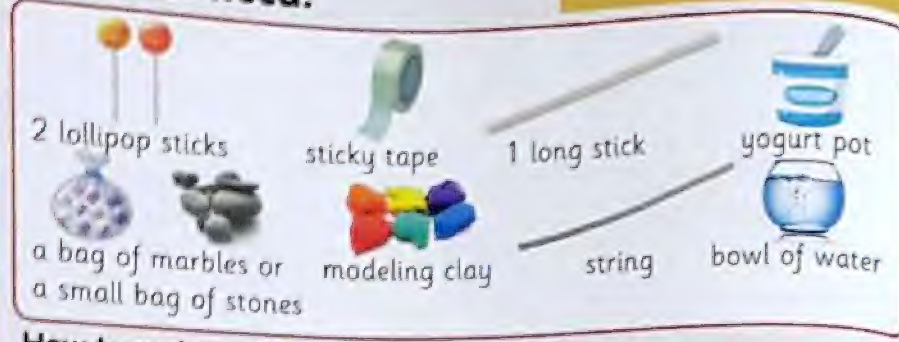
Name: *A shadoof*
New or old? *old*
Where is it used? *At an oasis in the desert*
How does it work? *A bucket goes into a well and brings up water*

....
....
....



Project: Make a shadoof

You will need:



How to make a shadoof:

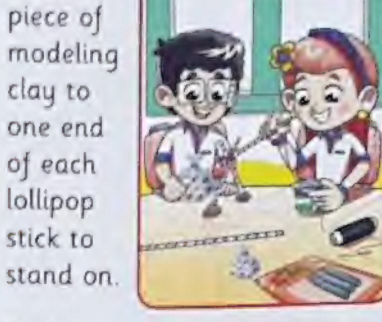


1 Stick a piece of modeling clay to one end of each lollipop stick to stand on.

2 Put the two lollipop sticks together in an X shape. Tie them at the top with string.

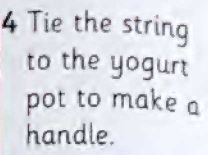


3 Put the long stick across the top of the V shape.

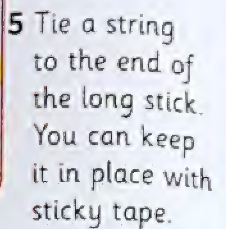




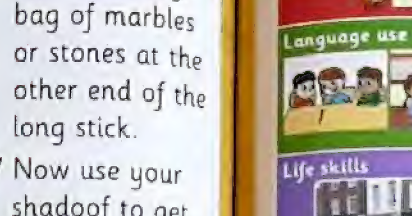
4 Tie the string to the yogurt pot to make a handle.



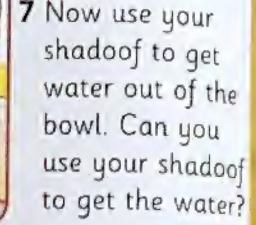
5 Tie a string to the end of the long stick. You can keep it in place with sticky tape.



6 Put the heavy bag of marbles or stones at the other end of the long stick.



7 Now use your shadoof to get water out of the bowl. Can you use your shadoof to get the water?



Show and tell

Unit 6

1 Show and tell

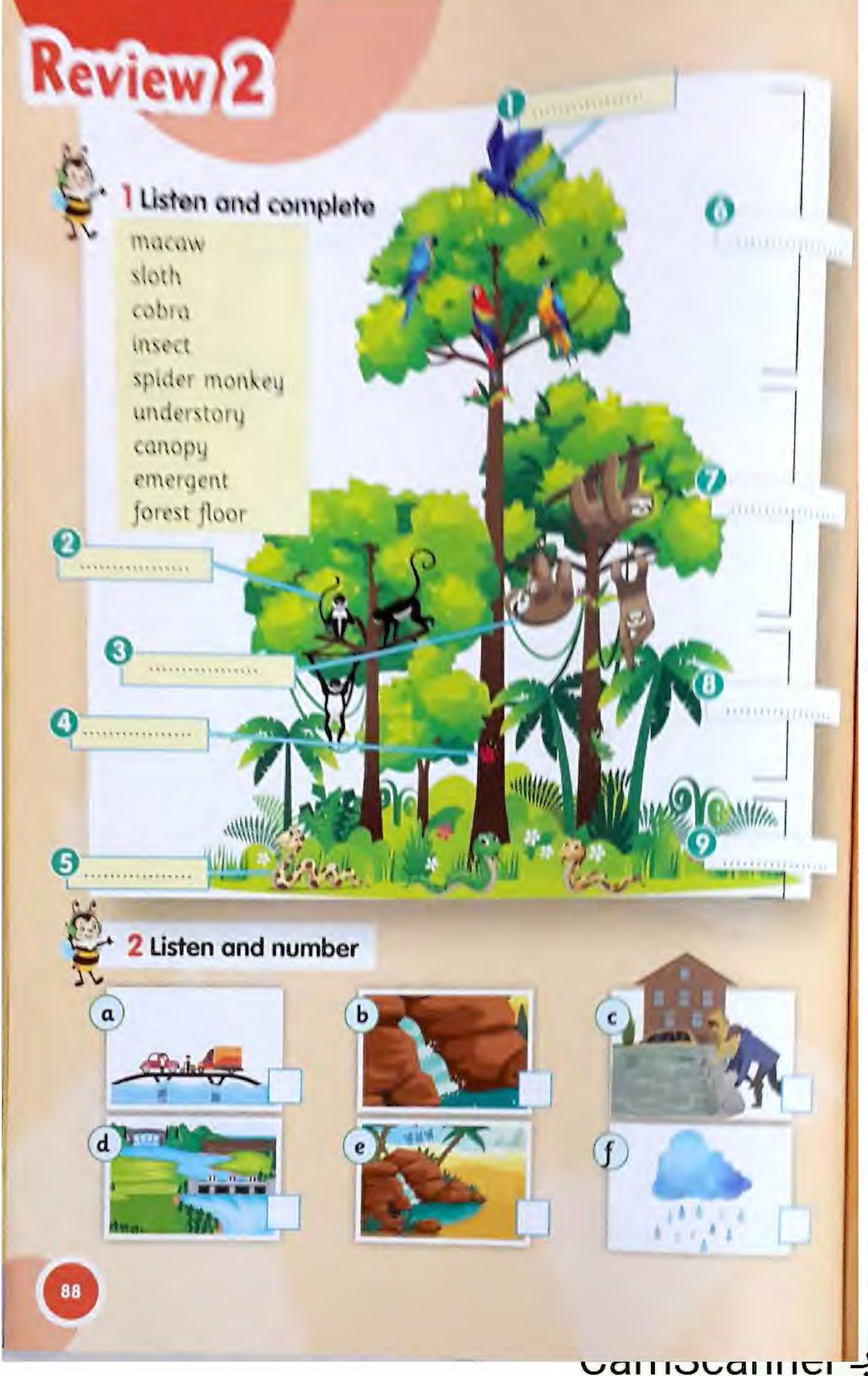
We can get water in the bucket!

Self Assessment

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Speaking	I can speak about what to do during a flood. ☆	I can speak about what to do to protect myself before a flood. ☆☆	I can talk about my role (what I can do) before and during a flood. ☆☆☆
Reading	I can read and follow texts about what to do before and during a flood, and how to use water wisely (in a useful way) ☆	I can answer questions on texts about floods and how to use water wisely ☆☆	I can form an opinion on the best things to do before or during a flood, and on the best use of water, based on information in a reading text. ☆☆☆
Phonics -ous	I can recognize words ending with -ous ☆	I can use the ending -ous in words ☆☆	I can find other words with the ending -ous. ☆☆☆
Language use	I can recognize *too many/too much/ not enough* with countable and uncountable nouns ☆	I can use *too many/too much/not enough* with countable and uncountable nouns ☆☆	I can describe a picture using *too many/too much/not enough* with countable and uncountable nouns ☆☆☆
Life skills	I can read about a problem (floods and little fresh water) and the best ways to solve it. ☆	I can say the best ways to solve a problem (what to do before or during a flood, and the little fresh water we have) based on given information. ☆☆	I can suggest or say other ways to solve a problem (what to do before or during a flood, and the little fresh water we have) ☆☆☆
Project	I work with my group to make a shadoof. ☆	I work with my group to make a shadoof and talk about it. ☆☆	I work with my group to make a shadoof, talk about it, and say ideas on how to make it better. ☆☆☆

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Review 2

1 Listen and complete

macaw
sloth
cobra
insect
spider monkey
understory
canopy
emergent
forest floor

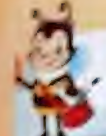
1 ....
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....
8 ....
9 ....

2 Listen and number

a ☐
b ☐
c ☐
d ☐
e ☐
f ☐

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1 Read and complete

wetland equator temperate zone polar zone ~~rainforest~~ desert

1 A place with lots of trees and animals. It rains a lot. rainforest
2 It is hot here and there isn't a lot of rain. ....
3 An imaginary line around the center of the Earth. ....
4 This place is wet all the time. It's near a sea or river. ....
5 A very cold place. There aren't any trees, but there is snow and ice. ....
6 A place where there is a lot of rain in fall and winter. There is less in spring and summer. ....

2 Read and number

a 

b 

c 

d 

e 

f 

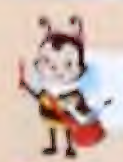
1 gather
2 hide under a rock
3 build a nest
4 hunt
5 live in a hole
6 dig a burrow

3 Read and circle

1 We can make baskets from the leaves of **palm / tamarisk** trees.
2 The **acacia tree / spearmint** provides shelter for people and animals.
3 The wood from **basil / olive** trees is very hard.

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Review 2

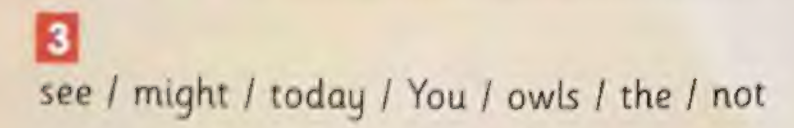


1 Read, order and write

1
house / be / might / It / the / in

....

2
café / to / might / the / The / next / be / penguins



....



3
see / might / today / You / owls / the / not

....

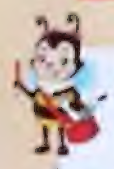


4
think / it / What / might / eat / you / do / ?

....

2 Read and complete

1 I have visited (visit) the pyramids.
2 He .... (not eat) dates.
3 She .... (travel) on the River Nile.
4 They .... (not see) a spring.
5 I .... (sleep) in the desert.



3 Look and match

a There aren't enough apples.
b There are too many apples.
c There is too much juice.
d There isn't enough juice.









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Review 2



1 Complete the words. Match, listen and say

nd mp nt

1 grassla____

2 te____

3 swa____



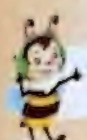
(b)



(a)



(c)



2 Listen, complete and say

1 The lion is danger.................
2 Is that a cobr.................?
3 The statue is enorm.................
4 Is that woman fam.................?
5 Let's go to the riv................. !
6 Does it rain in the pol................. zone?

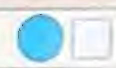


3 Write and say

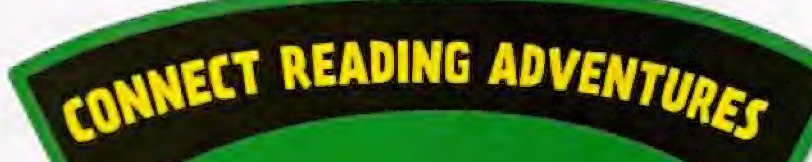
generous acacia
tent enormous

My aunt is very .... She always gives me .... presents! She gave me a .... and an ....tree.

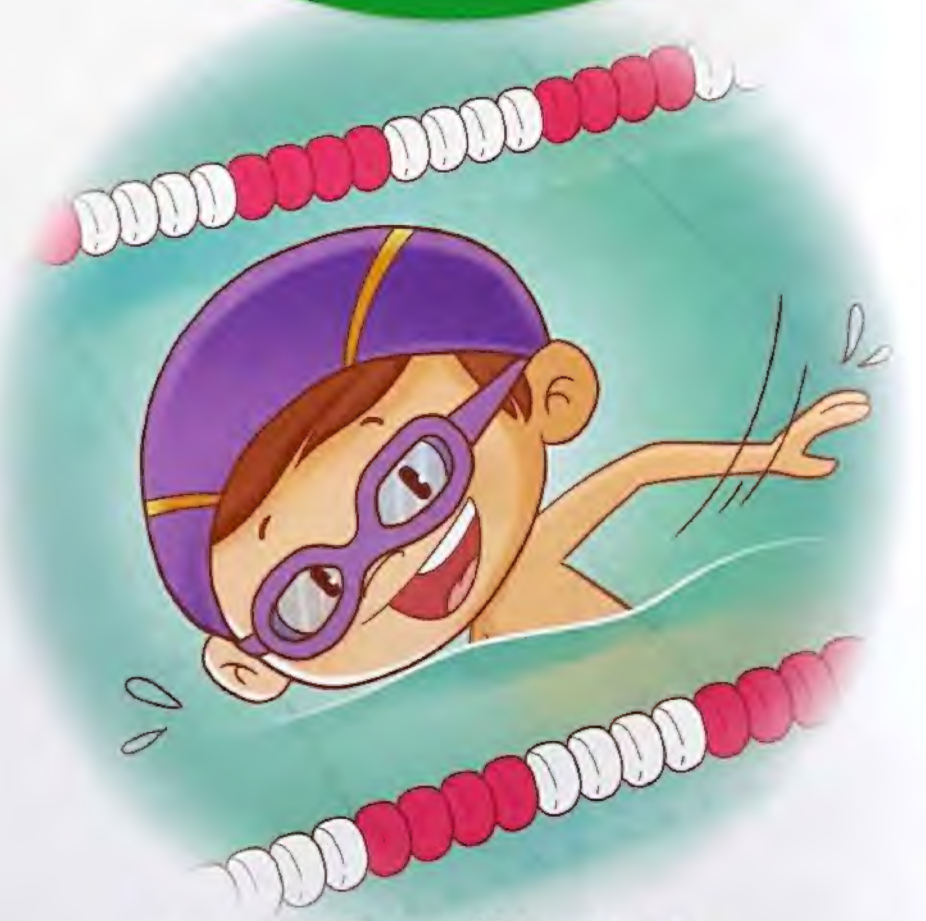


Teacher assessment   

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Fares and the Fish



WRITTEN BY EMMA WILKINSON

ILLUSTRATED BY MONA MOHAMMED NAGY

CamScanner ممسوحة ضوئيا بـ

Picture Dictionary



ambulance

An ambulance takes people to hospital.



cast

You wear a cast if you break a bone.



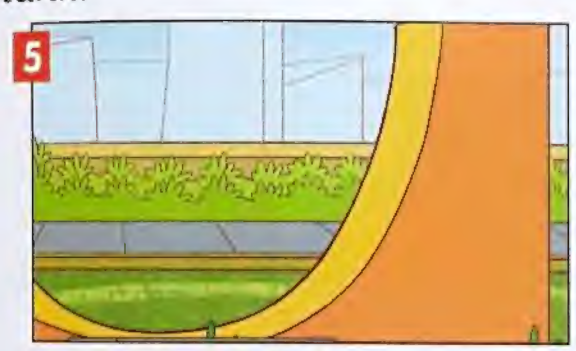
fish tank

People can keep fish in a fish tank.



mask

A mask helps you see when you are swimming underwater.



ramp

How high is the ramp?



skateboard

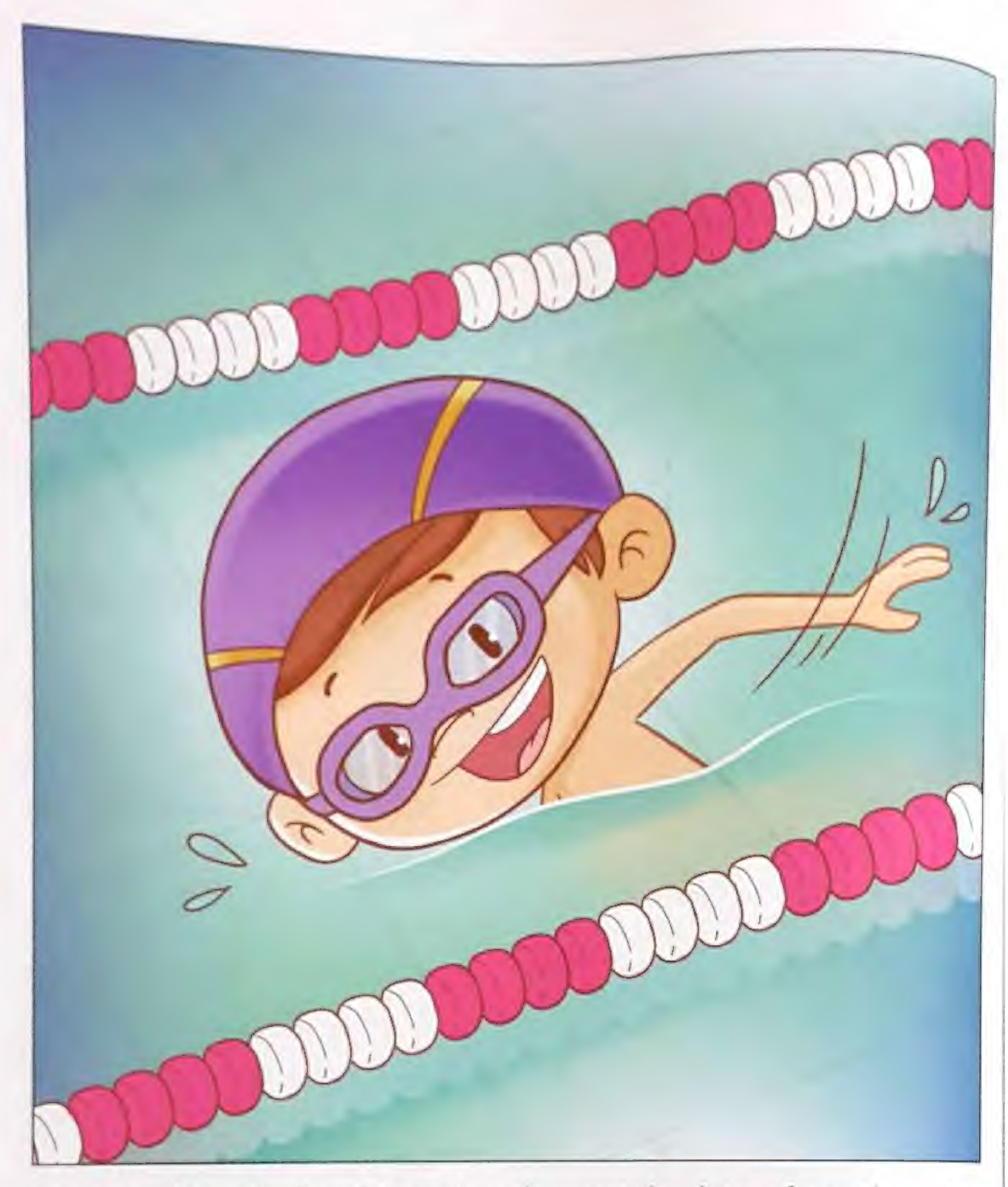
I can go really fast on my new skateboard!



snorkel

You can breathe underwater with a snorkel.

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Fares lived in Hurghada with his family. He loved swimming. He went swimming every day and trained in the pool for an hour. He wanted to be an athlete and to win lots of competitions.

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Fares and his family lived close to the sports center. Sometimes he walked to the pool with his mom or dad.



Sometimes he cycled to the pool.

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One day, Fares got his bike out of the garage so he could cycle to the sports center.

'Have you got your cycle **helmet**, Fares?' asked his mom.

'Yes Mom, of course,' said Fares, putting on his helmet. 'See you soon!'

Fares cycled through the park. It was a sunny morning and he felt happy.

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In the park, Fares saw his friends. They were on their **skateboards**.

'Be careful, Adam,' said Fares. 'Why aren't you wearing a helmet or **knee pads**?'

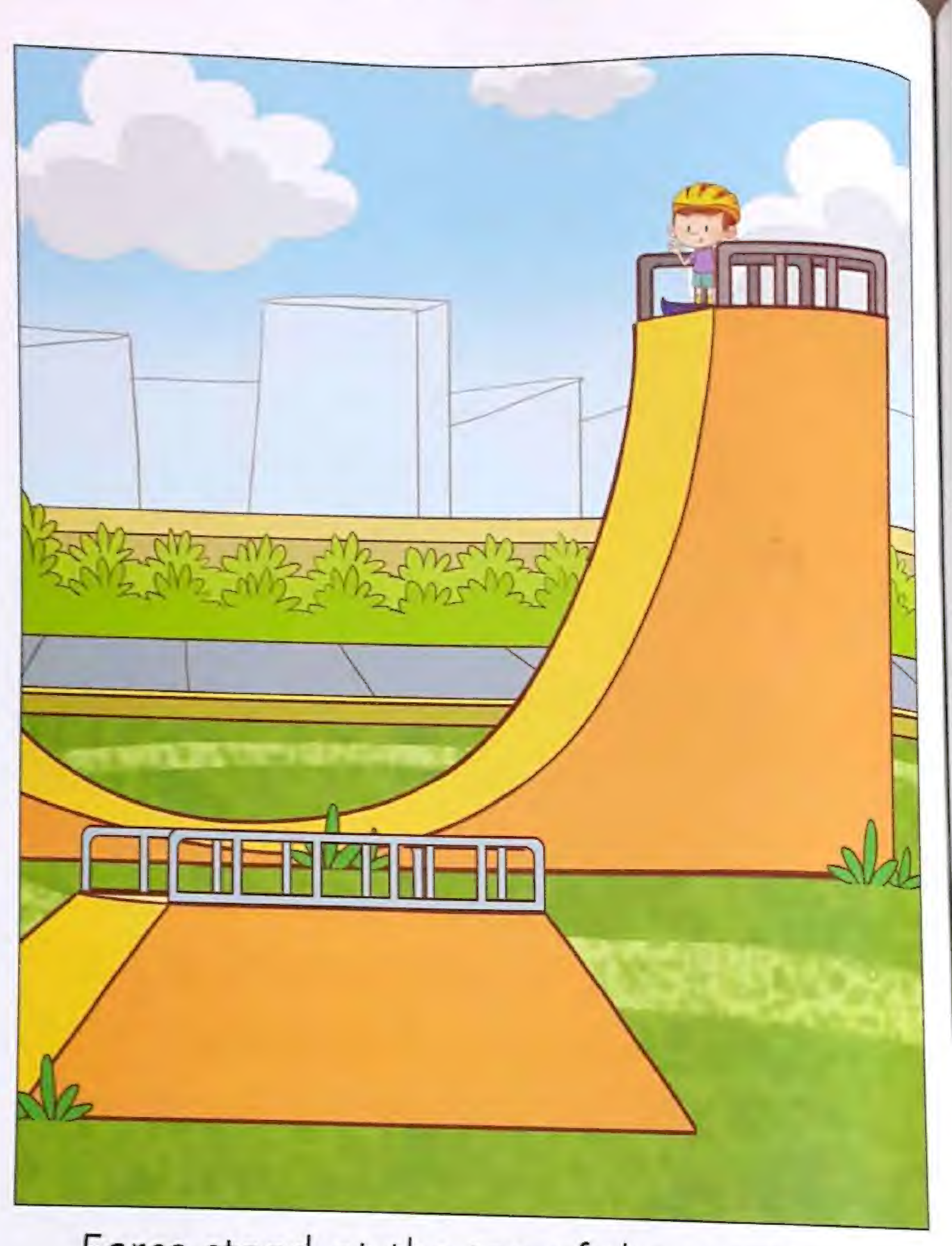
'I don't need to,' said Adam. 'I'm really good at skateboarding.'

'I haven't tried skateboarding before,' said Fares. 'It looks fun!'

'Do you want to try?' asked Adam.

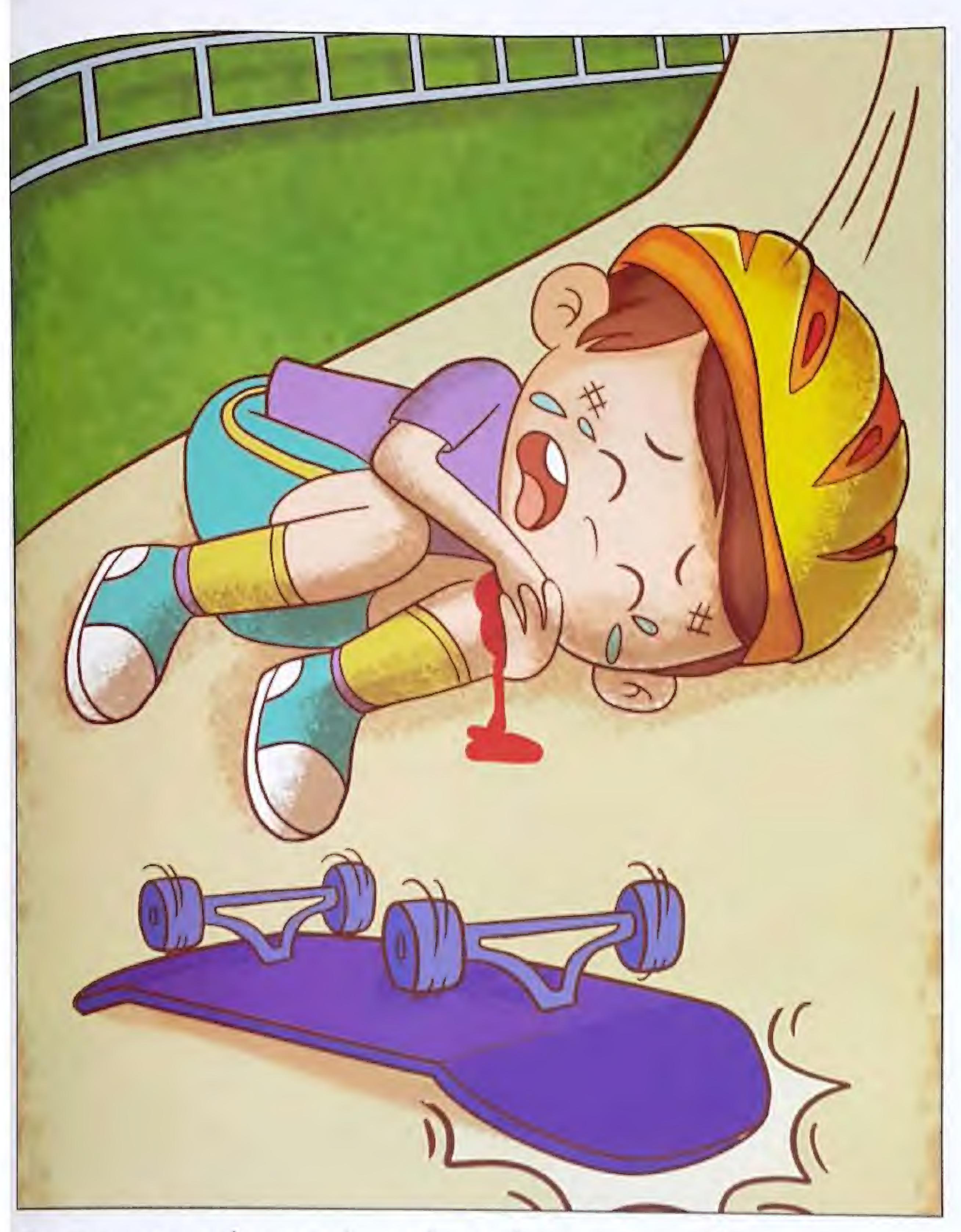
'Yes, please!' said Fares.

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Fares stood at the top of the **ramp**.
'How high is it?' he asked Adam.
'I don't know,' said Adam. 'It isn't very high. It's easy!'

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Fares stood on the skateboard and pushed with his feet. He went quickly down the ramp – but he was too fast! Fares **slipped** and fell.

CamScanner ـ ضوئيا ب



'Are you OK?' asked Adam. He was worried.

'No,' said Fares. 'My leg hurts.'

'Can you move it?' asked Adam.

'No, I can't,' said Fares.

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'It might be broken,' said Adam. 'I'm going to call your mom, and then I'm going to call an **ambulance**.'

'Oh no,' said Fares. 'I won't be able to swim!'

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At the hospital, Fares had an x-ray.
'I'm sorry,' said the doctor. 'Your leg is broken. Look at this.'
Fares saw his bone on the photo.
'You will have to wear a **cast** for about six weeks,' said the doctor.
Fares was very sad.

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At home, Fares **lay down** on his bed. He was angry and sad, and his leg hurt.

'Do you want to come and watch TV, Fares?' asked his little brother Wael.

'No,' said Fares.

'Do you want to borrow my **comic**, Fares?' asked his sister Dalia.

'No,' said Fares. 'Go away.'

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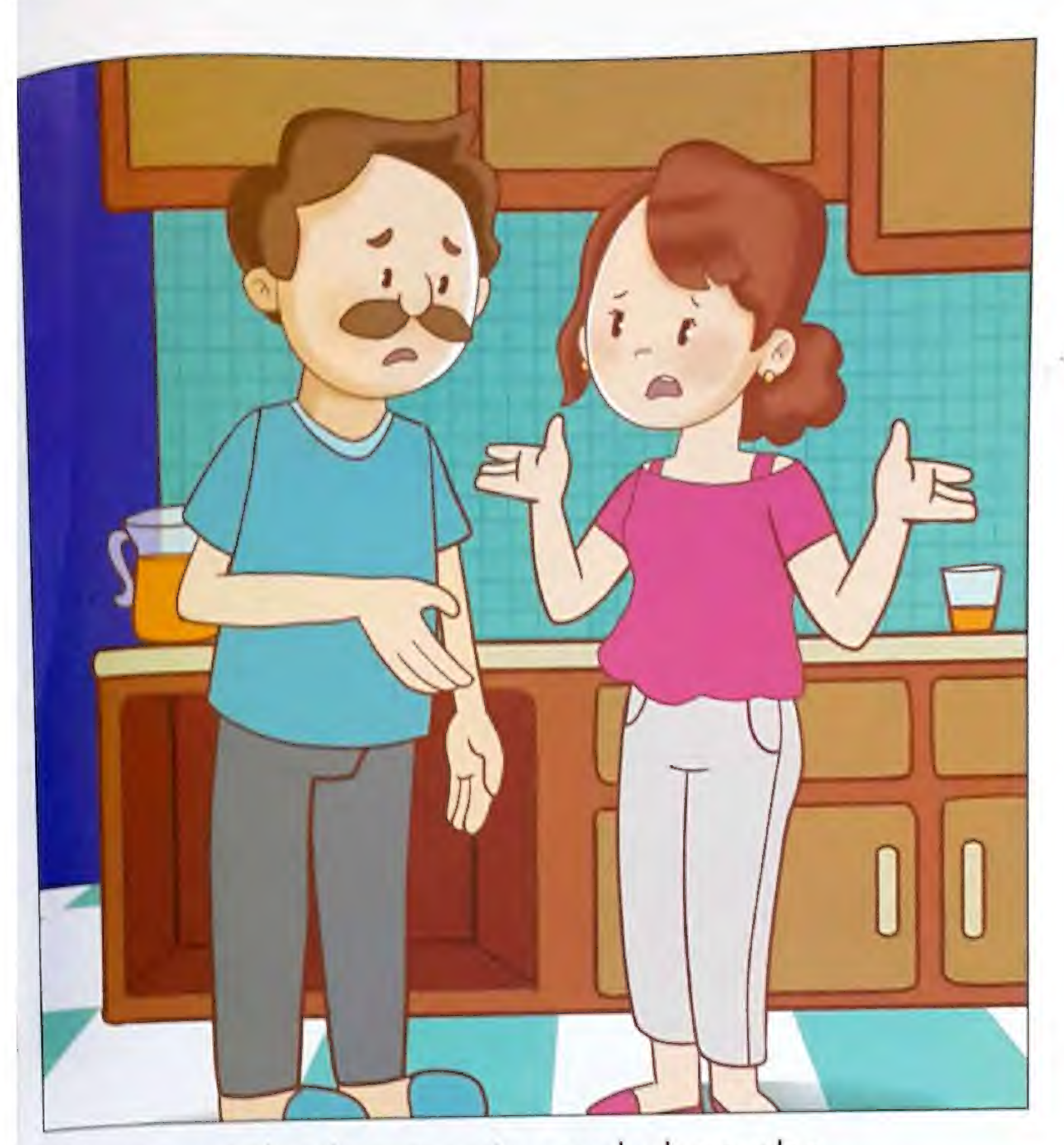


Later that evening, Fares **apologized** to his family. 'I'm sorry I was **rude**,' he said. 'I know you are trying to help me. I'm angry and sad because I had a **stupid** accident, and now I can't swim.'

'Don't worry, Fares,' said Mom. 'We understand. Let's watch a movie together.'

'Thank you,' said Fares.

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They watched a movie and then the children went to bed. But Fares' mom and dad were worried. Fares was usually happy and kind.

'I don't like seeing Fares so sad,' said Dad.

'What can we do?' asked Mom. 'He wants to swim, but he can't.'

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The next day, Dad and Dalia went out early. When they came back, they had lots of boxes.

They took the boxes into the kitchen.

'What are you doing?' asked Mom.

'It's a **surprise**,' said Dalia.

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Later, Dad went to see Fares.

'Fares, look at this,' he said.

He carried a large **fish tank** into the room and put it on the table at the end of the bed.

Fares looked. He could see lots of beautiful fish.

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'They're beautiful!' he said. 'Thank you!'
'How many fish can you see?' asked Wael.
'I can see lots of fish! There are too many to count! I love them!' Fares was very happy.

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Fares enjoyed watching the fish. He learned the names of the different types of fish. He fed them and kept their water clean.

Fares was happy and he **rested**.

Slowly, his leg got better.

'Soon I'll be able to swim, like you,' he said to his fish.

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After two months, Fares was better. He didn't have to wear the cast, and he could walk and run.

'Let's go to the beach!' said his mom.

The family packed their things for a day at the beach.

'I want to swim in the sea!' said Wael.

'So do I!' said Fares.

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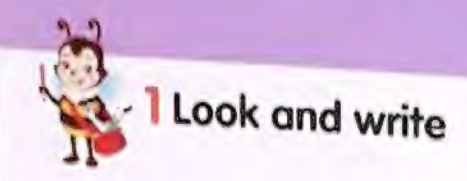


At the beach, Dad had another surprise.
'Put on this **mask** and **snorkel**, Fares,' he said. 'You can swim and breathe underwater.'
Fares went into the sea, and he looked under the water. He could see lots of fish!
'It's so beautiful. I want to swim like a fish!' he laughed.

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The characters



1 Look and write

Fares Dalia Wael Mom Dad

1 ....

2 ....

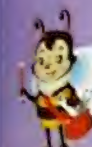
3 ....

4 ....

5 ....

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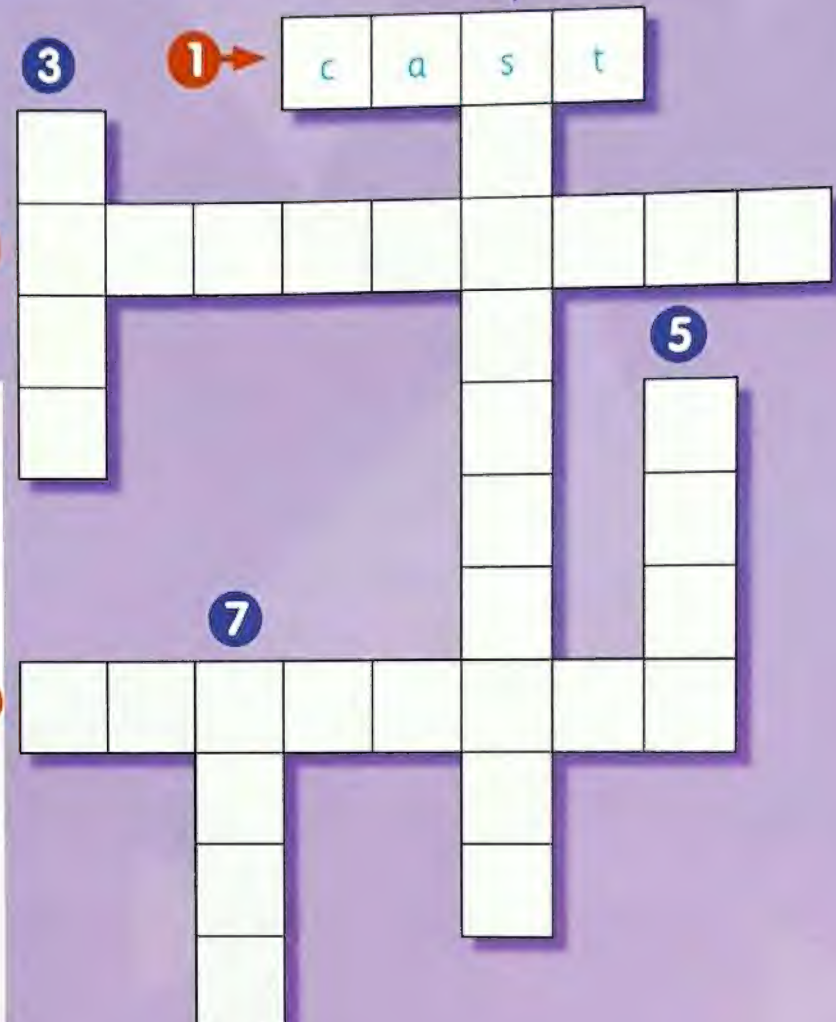
Words in the story



1 Read and complete

Across

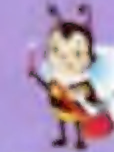
1. You wear this if you break a bone.
4. This can take you to hospital.
6. People can keep fish in this.



Down

2. This has got four wheels and can go fast!
3. You can go up or down this.
5. You put this on your face underwater.
7. You can breathe underwater with this.

Events in the story



1 Look and number



a

Fares slipped and fell. [ ]



b

'Are you OK?' asked Adam. He was worried. [ ]



c

Dad and Dalia went out early. When they came back, they had lots of boxes. [ ]



d

Fares fed the fish and kept their water clean. [ ]



e

One day, Fares got his bike out of the garage so he could cycle to the sports center. [1]

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Story



f

Fares went to the sea, and he looked under the water.



g

'Let's watch a movie together.'



h

Fares stood at the top of the ramp.



i

'I love them! Fares was very happy.'



j

At the hospital, Fares had an x-ray.

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Story



1 Read and write T (true) or F (false)

1. Fares went swimming every day. ....
2. Fares always went to the sports center by car. ....
3. Fares wanted to try skateboarding. ....
4. Adam phoned an ambulance. ....
5. Fares was happy when he had to wear a cast. ....
6. Dalia and Wael were kind to Fares. ....
7. Dad and Dalia had a surprise for Fares. ....
8. Fares counted all the fish. ....



2 Read and match

1. Fares wanted to be
2. Fares always wore
3. Fares went down the ramp
4. Fares couldn't
5. The doctor showed Fares
6. Fares had to wear

a too quickly.

b a cast on his leg.

c a cycle helmet when he rode his bike.

d an x-ray.

e move his leg.

f an athlete.



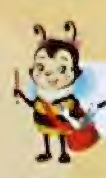
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Story



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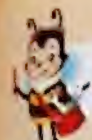
d an x-ray.

e move his leg.

f an athlete.

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3 Look and number

1 It might be broken!

2 How high is it?

3 I haven't tried skateboarding before.

4 You will have to wear a cast for six weeks.

5 Do you want to borrow my comic?

6 I'm sorry I was rude.

a 

b 

c 

d 

e 

f 

4 Who says it? Read and write *Adam, Fares, Dalia* or *Wael*

1 'I'm really good at skateboarding.' ....

2 'It isn't very high.' ....

3 'I won't be able to swim!' ....

4 'Do you want to come and watch TV?' ....

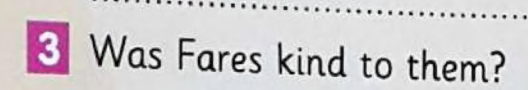
5 'It's a surprise.' ....

6 'How many fish can you see?' ....

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Story





5 Read and answer



1. Why was Fares angry and sad?

   ....

2. How did Dalia and Wael try to help Fares?

   ....

   ....

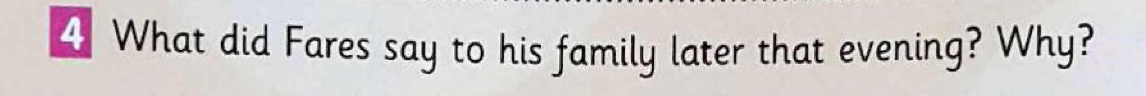
3. Was Fares kind to them?

   ....

4. What did Fares say to his family later that evening? Why?

   ....

   ....



6 Read and correct the bold words. Write the correct sentence

1. Fares sometimes **ran** to the pool with his mom.

   ....

2. Fares's mom and dad were **angry** because Fares was usually happy and kind.

   ....

3. Dad bought Fares a fish tank because he couldn't **skateboard**.

   ....

4. Fares thought the fish were **strange**.

   ....

5. Fares enjoyed **drawing** the fish.

   ....

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7 Read and answer

1. Where did the family go when Fares was better?

   ....

2. What did they want to do there?

   ....

3. What did Fares's dad give Fares? Why?

   ....

4. What did Fares see in the water?

   ....

5. How do you think Fares felt?

   ....



8 Fares writes to Adam. Read and complete Fares's email

Hi Adam,

Thank you for helping me and calling my mom. I went to hospital in the ambulance.

At the hospital, ...

....

....

I had to stay at home for six weeks. I was sad. My family wanted to help me. They ....

.... I was happy.

Now, my leg is better. I went to the beach with my family. I swam and looked at the fish. It was great.

See you at the park!

Fares

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AVN Photo Lab for p.iii wall; Vitalii Bashkatov for p.iii spring; PROSTOR for p.iii knot; Rawpixel.com for p.iv 4a, and p69 class; all_about_people for p.iv 4b; Evannovostro for p.iv 4d; sportpoint for p3 2.1; WoodysPhotos for p3 2.2; gothiclolita for p3 2.3 and p42 1.3; vectorfusionart for p3 2.5 and p42 1.1; PrasitRodphan for p3 2.6 and p10 distance; Mark Herreid for p3 2.7; sirtravelalot for p3 2.8, 2.9 and p42 1.4; wavebreakmedia for p3 2.10, p46 2.1, and p47 bandage; IU Liquid and water photo for p4 a; Pete Niesen for p4 c; Igor Link for p4 c; a katz for p4 d and p10 race; graphic-line for p5 centre and p11 8; Sergey Novikov for p6 and p15 race; Poco Pokota for p6 children; Hans Christiansson for p7 race; Anna Om for p8 and p15 boys; zoroDesain for p9 kitchen; FCerez for p10 city; Photo Spirit for p10 cell phone; Lyudmyla Ishchenko for p10 ice; Vectomart for p10 and p45 space; stockphoto-graf for p10 bicycle; Natykach Nataliia for p11 1, and p31 bread; Kagan Kaya for p11 2; Tarkdiz for p11 3; venski for p11 4; HappyPictures for p11 5, p24 food, p31 butter, and p34 bowl; Yindee for p11 6; VFilimonov for p11 7; StockSmartStart for p11 9; Dina Uretski for p12 and p15 run; Valua Vitaly for p12 boy; MDI for p13 Mohammed Salah; Studio_G for p14 tape; pepsizero for p14 sticks; Zhukovskyi for p14 paper; computerman for p14 and p62 pens; metamorworks for p16, p17 and p43 body; Mari-Leaf for p17 and p38 heart; Alaettin YILDIRIM for p18 bone; stihii for p18 body; Nikita Chisnikov for p18 skeleton; Naschy for p18 brain; GraphicsRF.com for p19 1.1, p31 eggs, p31, p36 and p41 potatoes, p34 cereal, p45 fire station, p65 river under the ground, p78 2.2 and p87 girls, and p82 enormous tree; Moriz for p19 1.3, and p58 hunt; Dejan Dundjerski for p19 2.1; Alinute Silzeviciute for p19 2.2; avs for p19 2.3; Mariyana M for p19 2.4; Asier Romero for p19 2.5; Igdeeva Alena for p20 background; Evgeny Tomeev for p20 and p29 apple; Yulia Davidovich for p20 breakfast; inspiring for p20 fruit; Evgeny Karandaev for p21 1a; Dimitrij Skorobogatov for p21 1b; tiverylucky for p21 2a; GSDesign for p21 2b; Maridav for p21 3a; REDPIXEL.PL for p21 3b; Ruslan Ivantsov for p21 4a and p42 bread; TORWAISTUDIO for p21 4b; Andrey_Popov for p23 Fares; Derriva for p24 mood; yatate for p24 3.1, and p36 boy eating; NotionPic for p24 3.2; solar22 for p25 skin; guteksk7 for p26 screen; Olga Bolbot for p26, p29 and p36 digestion; iconadesign for p31, p36 and p41 yogurt; MightyRabbitCrew for p31, p36 and p41 pasta; BlueRingMedia for p31, p36 and p41 flour, p46 food, p74 bottle, p86 marbles, and p88 2d; Alekseeva Yulia for p31, p36 and p41 fruit and vegetables; Spreadthesign for p31, p36 and p41 sausage; Anastasia Petrova for p31, p36 and p41 chickpeas; graphego for p31, p36 and p41 cereal; Dernkadel for p31, p36 and p41 rice; stockakia for p31, p36 and p41 cheeses; Lightkite for p31, p36 and p41 sliced bread, and p42 3.3; Andrii Bezvershenko for p31, p36 and p41 oil; Vectorpocket for p31, p36 and p41 milk; Hennadii for p31, p36 and p41 fish; HstrongART for p31, p36 and p41 beans; MarlKOFF for p31, p36 and p41 can; yusufdemirci for p32 1.1, and p45 girl; ClassicVector for p32 1.2; shaineast for p32 candies; chuhastock for p32 fruit salad; peart.ru for p32 bread; Shanvood for p32 soda; Khaopod for p32 Younis; studiolaut for p33 girl; Nsit for p33 irrigation; Malchev for p33 and p88 desert; Khazanova for p33 camel; Nadzin for p33 water; AlexandrBognat for p33 leaflet; chispas for p35 background; SofiaV for p35 and p41 cake; apercoat for p35 and p41 cereal bar; Sarawut St for p35 and p41 brownie; Minur for p35 and p41 fruit bar; Pogorelova Olga for p36 pollution; Cat with tail for p36 fire station; Stepanets Vladislav for p36 boy with book; Yano Bo for p37 a; Sergieiev for p37 b; JaiCreation for p37 c; Fabian Plock for p37 d; photogrphyfirm for p38 border; Thodoris Tiilis for p38 boy with teeth; Yoshi-5 for p38 running children; Iconic Bestiary for p38 children talking and p82 generous; MaraZe for p38 background, and p42 chicken; Brian A Jackson for p39 spoon of sugar; bergamont for p39 banana; Olga Popova for p39 yogurt; Moving Moment for p39 cereal bar and p39 cookies; VVVproduct for p39 raisins; Ines Bahrens-Kunkel for p39 sugar; Mastak A for p40 plate; HardIllustrations for p40 glue; Magicleaf for p40 scissors; Redshinestudio for p40 magazines; Rvector for p40 ruler; Pete Saloutos for p42 1.2; lola1960 for p42 3.1; Billion Photos for p42 cheese; MarinTodorovMT for p42 eggs; Andrey Starostin for p42 pasta; dimpank for p45 moon; d1sk for p45 city; KanKhem for p45 race, p81 girl bottom right, and p85 Student B; Tartila for p45 pollution; hxdbzxy for p45 measure; Sentavio for p45 citadel; Irina Qiwi for p46 collar background; Anna Frajtova for p46 page background; Nils Versemann for p46 hospital; Blaj Gabriel for p46 2.2; Dmitry Kalinovsky for p46 2.3; Gorodenkoff for p46 2.4; Monkey Business Images for p46 2.5; Terelyuk for p46 2.6; JOKE_PHATRAPONG for p46 2.7; Guy Shapira for p46 2.8; Macrovector for p47 equipment, p54 zoo, and p82 famous; VGstockstudio for p47 temperature; plo for p47 blood pressure; create jobs 51 for p47 X-ray; George Rudy for p47 broken leg; Vectorfair.com for p48 Health; Image Supply for p48 hospital; ONYXprj for p48 and p49 paper, and p78 2.3 and 3; Tanyapatch for p51, p76 and p87 flood; hagit berkovich for p53 and p63 fennec fox; Roger de Montfort for p53 and p63 sea lion; Three Allienz for p53 cobra; Lukas Kovarik for p53 sloth; Abeselom Zerit for p53 and p63 chimpanzee; Petr Salinger for p53 and p63 macaw; Christian Vinces for p53 spider monkey; rokopix for p53 cheetah; Thanit Weerawan for p54 and p89 nest; Albert Beukhof for p54 and p89 owl; Jolanda Aalbers for p54 and p89 fox; Matteo photos for p54 cand p89 rayfish; Bruce Ellis for p54 and p89 cheetah; axily for p54 and p89 penguins; Malgorzata Surawska for p54 squirrel; Bildagentur Zoonar GmbH for p54 mole; Neophuket for p54 turtle; hermandesign2015 for p55 2; Vova Shevchuk for p55 cobra; Pacharawi Imsuwan for p55 nest; Ozgur Coskun for p56 and p63 rainforest; Ewa Studio for p56 and p63 wetland; Jane Rix for p56 and p63 polar habitat; Icswart for p56 and p63 grassland; Ikpro for p56 and p63 desert; Mircea Costino for p56 polar habitat; Dmitry Rukhlenko for p56 tropical habitat; CHAINFOTO24 for p56 wetland; udaix for p57 Earth; Designua for p57 map; klyaksun for p58 and p91 swamp, and p79 top; Crystal Eye Studio for p58 and p91 tent; johnpluto for p58 and p91 grassland; brgfx for p58 camp; RivusDea for p58 wetland camp; Lyudmyla Kharlamova for p58 boy; VectorMine for p59 and p88 rainforest; goodbishop for p60 deforestation; neenawat khenyothaa for p60 pollution; Alex Tihonovs for p60 factory; Eva Kali for p60 volcano; frank60 for p60 drought; Roschetzky Photography for p60 flood; yelantsevv for p60 forest fire; Artbox for p61 Adam; Daxiao Productions for p61 Seleem; Dzmitrock for p61 and p63 forest; Digital Assets for p61 box; Sebastian Duda for p61 paints; Jiang Zhongyan for p61 tubes; ANCH for p61 tissue paper; Kansitang for p61 clay; Sun_Shine for p64 and p75 Siwa Oasis; 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